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ABSTRACT

The 12 lessons on practical politics have been designed to help high school classroom teachers in Ohio develop and implement educational programs on citizen participation and, specifically, on voting. Objectives are to familiarize students with Ohio voting and registration laws and procedures, to introduce them to voting equipment, to acquaint them with politically active community members, to improve their ability to analyze ballot issues, and to increase their awareness of and interest in governmental processes. Activities are aimed primarily at students in 12th grade but can be tailored for use in grades nine through 11 as well. Most lessons are designed to fit into a one-hour class period and are intended to be used sequentially. Topics are voter participation, concerns and issues, evaluating information, developing and evaluating campaign materials, evaluating information sources, investigating community attitudes, registration procedures, elections, the electoral college, and political party structure. Students are involved in a variety of activities, including a mock convention, a school election, an in-class election, class discussion, analyzing voting materials, researching political issues, writing campaign materials, and taking community surveys. For each lesson, information is given on background, preparation, objectives, activities, resources, and helpful hints. Handouts such as survey forms, tally forms, and calendars of activities are included for many of the activities. (DB)

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Practical Politics

Revised Edition

SO 013 263

A Program Developed by the
OHIO DEPARTMENT OF STATE
Anthony J. Celebrezze, Jr., Secretary of State

in Cooperation with the
OHIO DEPARTMENT OF EDUCATION
Dr. Franklin Walter, Superintendent of Public Instruction

Awarded 1980 Freedoms Foundation Honor Medal

APR 20 1981

Secretary of State
Anthony J. Celebrezze, Jr.

Dear Educator:

I am gratified at the enthusiastic reception the Practical Politics Program has received. Many of you have stated that the program met a need for providing students with practical political and governmental experience. Through the efforts of teachers, educators, and administrators across the state, we have reached many young people with a message stating the importance of voter participation. I hope this revised edition provides additional information for active involvement by young people.

I also want you to share in the nationally prestigious award that the program has received. The Freedoms Foundation of Valley Forge, Pennsylvania, has selected the Practical Politics Program to receive a Freedoms Foundation Honor Medal. These awards are given each year to programs and individuals who, in the opinion of the Foundation judges, help make Americans more aware of their heritage and of the importance of participation in our country's life. This is a real tribute to you, to the Superintendent of Public Instruction, Dr. Franklin B. Walter and his staff, and to everyone who has worked to develop this program.

My office and local boards of elections are prepared to continue assisting in any way possible to achieve the goals of this program. I look forward to continuing our work together. We will continue to revise the program throughout the coming years and I value your assistance and input. If I can be of service to you in any way, please call.

Sincerely,

Anthony J. Celebrezze, Jr.
Secretary of State

14th Floor State Office Tower Columbus, Ohio 43216 614/466-2530

INTRODUCTION TO THE UNIT

The decreasing participation in voting in Ohio and the nation has reached alarming proportions. In November of 1979, as many as 75% of people of voting age in some counties chose not to take part. They allowed less than one-fourth of those eligible to choose those who will control local governments in Ohio for at least two years.

The right to vote in free elections is a fundamental right within our democratic society. With the ratification of the 26th Amendment to the U.S. Constitution, 18-to-21-year-olds became eligible to vote. Unfortunately, because of unfamiliarity with voting procedures and the political process, they do not appreciate the importance of voting.

Increasing voter participation is an important goal, and the responsibility for it is shared widely. However, the Secretary of State, as chief elections officer of Ohio, and the schools have unique opportunities to impress on young people, just as they reach voting age, the importance of their responsibilities as citizens. As one author has stated, "These growing number of refrainers hang over the democratic process like a bomb, ready to explode and change the course of our history . . . voters change their political beliefs and their political parties slowly, if at all; but refrainers change their political beliefs and parties with lightning-like rapidity."*

These twelve lessons on Practical Politics have been designed to help teachers who want students to understand they can play a meaningful role in our representative democracy. The overall goal is to provide students with experiences that will enable them to translate the concerns they have into issues that can be dealt with effectively in the political system. This is achieved with a variety of opportunities for direct participation.

The lessons are aimed primarily at 12th graders, but could easily be adapted for younger students at least to 9th grade level. Although designed as a sequence of eleven one-hour periods, except for Lesson 12, it will doubtless be necessary to extend some lessons into additional periods.

In all of these lessons, teachers are encouraged to bring community resource people into the classroom and to get students out into the community. The field represenatives of the Secretary of State's office are available to help teachers in identifying and contacting resources, assembling materials, acting as liaison with the board of elections, and assisting in the mock election and mock convention.

* Arthur T. Hadley, The Empty Polling Booth (Engelwood Cliffs, N.J.: Prentice-Hall, 1978), page 13.

Background information on laws and statistics can be found with each daily lesson plan. Teachers should encourage students to research and compile many statistics on their own.

Additional information can be requested from:

Secretary of State
14th Floor, State Office Tower
Columbus, Ohio 43216

OVERALL UNIT GOALS

To register all students of voting age.

To familiarize each student with Ohio registration laws.

To familiarize each student with Ohio voting procedures.

To familiarize each student with local voting equipment.

To acquaint all students with members of their community who are active participants in the political process.

To enhance each student's ability to analyze ballot issues.

To increase student awareness and interest in the governmental process in their community.

EVALUATION QUESTIONNAIRE

IMPORTANT: We would appreciate it if you would complete this questionnaire and return it at your earliest convenience following the unit.

Return to:

Secretary of State
14th Floor, State Office Tower
Columbus, Ohio 43216

Teacher's Name _____

School _____ County _____

School Address _____

_____

Evaluate the materials.

	Good	Adequate	Inadequate	Unnecessary
Background Information	_____	_____	_____	_____
Preparation	_____	_____	_____	_____
Activities	_____	_____	_____	_____
Materials	_____	_____	_____	_____

Comments: _____

_____

_____

Answer the following:	Yes	No
Was the background information sufficient?	_____	_____
Were the materials organized in a helpful manner?	_____	_____
Would you use this unit again?	_____	_____

Suggestions: _____

_____

_____

_____

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GENERAL NOTES

PREPARATION FOR RESOURCE PERSONS

Assign a student to invite each resource person, following up to be sure the student has fulfilled this responsibility. Provide the student with the name and address or phone number of the resource person for whom that student is responsible for inviting to class. Give the information to the student as far ahead of the date as possible; many busy people have time commitments weeks or months ahead. Give the student all the information necessary to explain what the class will be doing and exactly what is expected of the resource person so that the time will be well spent. You can still talk with the resource person if necessary after the student makes the preliminary arrangements. The student can then be responsible for meeting the resource person at the school office and escorting him/her to the class.

In each lesson, at the end of the section titled Resource Persons, you will find a suggested short wording the student might use to invite that person to your class.

PREPARATION

Do read over the whole lesson well ahead of when you plan to use it so that you will have time to make any modification that is necessary for your situation. If you need further help or clarification, do not hesitate to get in touch with the field representative from the Secretary of State's office for your area (a list of the field representatives is included in this booklet). If you do not know who that person is, write Secretary of State, 14th Floor, State Office Tower, Columbus, Ohio 43216.

LESSON 1

TO VOTE OR NOT TO VOTE: VOTER PARTICIPATION

BACKGROUND INFORMATION

Studies and surveys on diminished voter turnout reveal that many persons do not understand the powers and limitations of elected officials; the processes of the various branches and levels of government; and, in an astonishing number of cases, the very mechanics of voting. Often couched in the language of apathy and cynicism, voter nonparticipation has grown among all age groups but especially among the 18 to 24 year olds.

Participation in elections seems to be tied to a variety of complex factors, including a belief that elections are relevant to the participant's life and that the act of voting is an effective way to make your voice heard.

PREPARATION

The only preparation necessary for this lesson is preparing copies of excerpted material for students (Handout 1) and making enough copies of the Current Issues Inventory (with your local issue added) for each student to have a copy (Handout 2).

OBJECTIVES

1. Students can speculate about why there are differences in rates of political participation.

2. Students can hypothesize about the relation of the following factors to the tendency on the part of an individual to vote in a public election:

a. sex identity	d. racial identity
b. educational attainment	e. age group
c. occupation	f. income

3. Students can speculate about the implications for the political process of the differing rates of political participation by different citizen groups.

ACTIVITIES

1. After presenting students with statistics on voter turnout, brainstorm (list on the board) the answers to questions: Why are some people more likely to vote than others? What kinds of people (characteristics) are more likely to vote? (Note: The characteristics in Objective 2 should be included in answers.)

2. a. Next, have students offer suggestions about the possible consequences of nonparticipation.

ACTIVITIES - Concluded

2. b. After a few minutes, distribute the Current Issues Inventory. Have students indicate in Column 1 whether they agree or disagree with each statement. Tally the responses on the board.

c. Select an issue on which the students are fairly evenly divided as the basis for class discussion of the importance of resolving conflicts over issues.

d. Next, have each student check off the three concerns listed on the Inventory that are of most concern to her or him. On the board, tally the number of students who checked each concern, so that the priorities of the group can be determined. It will become evident that most people have an opinion on most issues and that they feel strongly about a few of those.

e. Discuss the relation of issues to individual concerns and how the political process might be used to influence favorable resolution of conflicts.

RESOURCE PERSONS

It would be very appropriate to invite either the Democratic or Republican county chairperson (or both) to talk with the class about their efforts to involve more people in the political process. Students might want to ask what their party does to register voters and get them out to vote. How can people become active so their voice can be heard in the party structure? Why should anyone bother? How can someone get their party to become involved in an issue?

Sample Student Invitation

I am _____, a student in _____'s class in government at _____ high school.

Our class is going to be studying why people do or do not vote. We would like you to come to our class and talk with us about your views on why people don't vote, what your party and other people can do about it, and what issues seem to inspire people to vote. We would like you to come to our class at _____ on _____.

USEFUL RESOURCE MATERIALS

League of Women Voters: Your Vote Makes A Difference (pamphlet); Where Are All Those Non Voters (pamphlet); Post-Election Wrap-Up and a Look Beyond (pamphlet).

In a recent book by Arthur T. Hadley called The Empty Polling Booth, he questions the usual explanations given for why people refrain from voting:

> ... to point out that a highly educated, middle-aged, upper-income, deeply religious suburban businessman is more likely to vote than a low-income, rural, southern, high school dropout, under 21, is entirely true but hardly a jaw-dropping observation. And it doesn't help explain why refraining is rising rapidly among educated suburbanites and decreasing slightly among poor southerners. It's like saying that slum-dwelling, undernourished sweatshop workers are more likely to have tuberculosis than college-educated football players. That's no surprise either and doesn't explain much about the tubercle bacillus.

The refrainers divided as follows:

1. The Positive Apathetics (35 percent of the refrainers). These are people who refrain from voting because their lives are going so well that voting seems irrelevant. They are educated, happy, well-off -- the very group that heretofore experts believed voted. But these people are apathetic not out of misery and dissatisfaction, rather out of contentment. The number of positive apathetics is probably greater than 35 percent, because these refrainers have the characteristics of the over-reporters, those who don't vote yet say they do. These refrainers are about as far removed from the stereotyped nonvoter as possible. Though they are more likely to believe in luck than the voters, they are less likely to believe in luck than the other groups of refrainers.

2. The Bypassed (13 percent of the refrainers). These refrainers are most like the traditional "nonvoter." They have low incomes and little education. Many of them have never voted or have voted once, often for George Wallace. They have a hard time following political campaigns and in our detailed interviews were uninformed in the majority of their answers. They don't just drop out of politics; they have been bypassed by most of America, affluence, education, choice, even often the joys of family life. Most of the governmental programs to increase voting are aimed at these bypassed refrainers, assuming them to represent the vast majority of nonvoters. The data show that not only is this group of refrainers relatively small, but it contains people who are not likely to vote under almost any circumstances. They are our hard-core refrainers.

3. The Politically Impotent (22 percent of the refrainers). These are the refrainers who feel that nothing they can say or do, including vote, affects their government. They feel they have no control over their political, and often their private lives. These refrainers are sometimes referred to as "alienated." "Politically impotent" seems a more accurate, though not as glamorous a term, because many of these people aren't hostile toward politics and they often remain attached to their community, church, or family. In fact they are doing as well in society as many other people. It's a precise feeling of helplessness over politics that leads to their refraining.

4. The Physically Disenfranchised (18 percent of the refrainers). These are the people who for legal or physical reasons including bad health are unable to vote. The most commonly cited physical reason was bad health, six percent of all our refrainers. The most commonly cited legal reason was the inability to meet residency requirements after a recent move. Complex registration procedures and hard-to-find voting places, the traditionally conceived causes of refraining, were cited by only two percent of the refrainers. For this group particular care was used to refine the data, in order to make certain physical disenfranchisement was the true reason and not merely an excuse given out of shame for not voting.

5. The Naysayers (6 percent of the refrainers). These are the people whose pride it is not to vote. They know why they refrain and are willing to tell you, often at greater length than you care to hear. They have a great deal of information about politics but have decided that voting is somehow wrong. For them refraining is a highly conscious choice, often almost an act of defiance.

6. The Cross-Pressured (5 percent of the refrainers). The interesting thing here is that there are so few of them. While this group is definitely not part of the usual nonvoter stereotype, sophisticated social scientists, politicians, and reporters, including this one, have long believed quite a few cross-pressured nonvoters existed. Though other criteria than our own could turn up a few more people, cross-pressured refrainers would still remain but a small percentage. These refrainers have a lot of information about politics, they want to vote, but they just can't make up their minds between the two candidates. They might be the children of Democratic parents who don't like the Democratic ballot choices but still don't want to vote Republican. Or an Italian-American boy from Rochester, New York, where Italian-Americans are Democratic, marries an Italian-American girl from Cambridge, Massachusetts, where Italian-Americans are Republican. Result: refraining. In the past, when local ties, family ties, and party loyalty were stronger, there undoubtedly were more such cross-pressured nonvoters, but today such cords bind loosely, if at all. In close campaigns some politicians deliberately try to force the other candidates' potential voters into this category -- for example, increase the worries of northern liberal Democrats about Carter's southern Baptist religion, or play on the fears of conservative Republicans about Ford's reliance on Henry Kissinger.

Naturally not all refrainers fit neatly into one category or another.

In The Empty Polling Booth, Arthur Hadley says, "The critical divide between refrainers and voters was whether they believed in planning or luck. Any trends in the country that increase people's feelings of personal control will bring them to the polls." (page 118)

Here are some of the reasons people did not vote in 1961 (from Elmo Roper, "How to Lose Your Vote," Saturday Review, March 18, 1961, pp. 14-15)

8,000,000	Mobile adults unable to meet state, county, or precinct residence requirements
5,000,000	Adults kept from polls by illness at homes, hospitals, nursing homes, etc.
2,600,000	Adults traveling for business, health, vacation and other reasons, unable to obtain absentee ballots
1,750,000	Adult negroes in eleven southern states kept from voting by rigged literacy tests, poll taxes, various social pressures, etc.
800,000	Adult illiterates in 25 literacy-test states
500,000	Citizens of voting age in District of Columbia
500,000	U.S. citizens living abroad
215,000	Adult prison population
225,000	Adult preachers of Jehovah Witnesses who face a religious disability to voting
19,590,000	Total citizens of voting age unable to vote

WHAT DIFFERENCE DOES ONE VOTE MAKE?

There are some famous instances of elections when one or a few votes made an enormous difference.

In 1844, friends coaxed a grain miller from DeKalb County in Indiana into voting. The candidate he voted for was elected to the Indiana legislature by one vote. At that time, U.S. Senators were still elected by state legislatures. When the legislature convened to select the U.S. Senator, the man from DeKalb County cast the deciding vote that sent Edward Allen Hennegan to the U.S. Senate. Hennegan eventually became President Pro Tem of the Senate. When the question of statehood for Texas came up there was a tie vote. Hennegan broke the tie. So Texas was admitted to the Union because a miller in DeKalb County, Indiana, went ten minutes out of his way to cast 1 vote.

Lyndon Johnson was first elected to the U.S. Senate from Texas by a plurality of 87 votes (hence, called "Landslide Lyndon," later called President Johnson).

WHAT DIFFERENCE DOES ONE VOTE MAKE? - Concluded

In November 1978, the House of Representatives in Pennsylvania wound up with 101 seats occupied by Republicans and 101 seats occupied by Democrats. The vote for the remaining seat was a tie. 8000 eligible voters in that district did not vote. Any one of those 8000 could have determined the majority party in the Pennsylvania legislature.

A school teacher in Salem, Oregon, grew tired of finding no one running on the Democratic ticket for precinct committeeman. In the primary she wrote her own name into the blank space and put an X beside it. Two days later she was notified that she had been elected. She has been carrying the precinct for the Democrats ever since.

Do you know any examples of very close elections in your county?

Handout 2

CURRENT ISSUES INVENTORY

	Agree	Disagree	Priority
1. Motorcyclists should be required to wear helmets.	____	_____	_____
2. The drinking age should be 18.	____	_____	_____
3. Marijuana should be legalized.	____	_____	_____
4. Any draft should include women.	____	_____	_____
5. Smoking should be banned in public buildings.	____	_____	_____
6. Nuclear power plants should be outlawed.	____	_____	_____
7. Gasoline should be rationed.	____	_____	_____
8. High schools should have designated smoking areas for students.	____	_____	_____
9. Our town should have a curfew	____	_____	_____
10. (add a local issue, such as a teen center, need for a stop light, a school levy)	____	_____	_____

LESSON 2

FROM CONCERN TO ISSUE

BACKGROUND INFORMATION

If one wanted to DO SOMETHING about any issue, the first step would be to determine what level or levels of government deal with the concern. Once the level of government is decided, the next step is to process your concern. There are two ways of translating a concern into an issue:

The legislative process. a) Write or phone appropriate legislator or elected official. Encourage others to do the same thing; there is strength in numbers. If enough people voice their opinions on the issue it is doubtful you will be overlooked. Do you know anyone who is a member of that legislative body? If not, do you know anyone who in turn knows a member?

b) Work to defeat the legislator who opposes your view on the issue or work to help elect legislators who share the same views.

The initiative/referendum. If you are unable to get any cooperation from the appropriate elected officials to deal with your concern, there is the alternative of going directly to the ballot using the initiative or referendum petition to get your concern before the voters as a ballot issue. Most charter cities have provision for petition-initiated ordinances. The Ohio Constitution provides for initiated laws to be placed before the voters at the state level. The process varies among municipalities, but at the state level it requires the following: (this is not a complete detailed outline of the process)

1. A committee prepares the wording that people will be asked to sign.

2. That wording must be approved by the Ohio Attorney General.

3. Petitions are circulated all over the state. A great many signatures are required -- between 250,000 and 300,000!

4. All the signatures must be checked to see that everyone who signed was a registered voter.

5. If this is all done properly and in time, the question appears on the ballot for all the voters in Ohio to decide.

The two things all of these three ways of translating a concern into an issue have in common is that they take a great deal of hard work and that they take the organized efforts of many people.

BACKGROUND INFORMATION - Concluded

One person cannot do it alone. It takes the help of other people. There will be need for financial help, legal help, help from people with specialized skills, and a lot of volunteer help to do the hard, repetitive work that wins or loses most campaigns -- telephoning, stuffing and addressing envelopes, going door to door, distributing literature, getting signatures on petitions. No one can promise a victory. No one can promise it will be easy. But it is possible.

The system is responsive to those willing to make the effort to learn how it works and who are willing to put in the hard work it takes to make it work.

BEST COPY AVAILABLE

§ 1a [Initiative petition; text filed with secretary of state; submission.]

The first aforestated power reserved by the people is designated the initiative, and the signatures of ten per centum of the electors shall be required upon a petition to propose an amendment to the constitution. When a petition signed by the aforesaid required number of electors, shall have been filed with the secretary of state, and verified as herein provided, proposing an amendment to the constitution, the full text of which shall have been set forth in such petition, the secretary of state shall submit for the approval or rejection of the electors, the proposed amendment, in the manner hereinafter provided, at the next succeeding regular or general election in any year occurring subsequent to ninety days after the filing of such petition. The initiative petitions, above described, shall have printed across the top thereof: "Amendment to the Constitution Proposed by Initiative Petition to be Submitted Directly to the Electors." (Adopted September 3, 1912.)

§ 1c [Referendum petition; effective date of laws; item of law submitted.]

The second aforestated power reserved by the people is designated the referendum, and the signatures of six per centum of the electors shall be required upon a petition to order the submission to the electors of the state for their approval or rejection, of any law, section of any law or any item in any law appropriating money passed by the general assembly. No law passed by the general assembly shall go into effect until ninety days after it shall have been filed by the governor in the office of the secretary of state, except as herein provided. When a petition, signed by six per centum of the electors of the state and verified as herein provided, shall have been filed with the secretary of state within ninety days after any law shall have been filed by the governor in the office of the secretary of state, ordering that such law, section of such law or any item in such law appropriating money be submitted to the electors of the state for their approval or rejection, the secretary of state shall submit to the electors of the state for their approval or rejection such law, section or item, in the manner herein provided, at the next succeeding regular or general election in any year occurring subsequent to sixty days after the filing of such petition, and no such law, section or item shall go into effect until and unless approved by a majority of those voting upon the same. If, however, a referendum petition is filed against any such section or item, the remainder of the law shall not thereby be prevented or delayed from going into effect. (Adopted September 3, 1912.)

§ 1g [Initiative, supplementary, referendum petition; notice required; ballots.]

Any initiative, supplementary, or referendum petition may be presented in separate parts but each part shall contain a full and correct copy of the title, and text of the law, section or item thereof sought to be referred, or the proposed law or proposed amendment to the constitution. Each signer of any initiative, supplementary, or referendum petition must be an elector of the state and shall place on such petition after his name the date of signing and his place of residence. A signer residing outside of a municipality shall state the county and the rural route number, post office address, or township of his residence. A resident of a municipality shall state the street and number, if any, of his residence and the name of the municipality or the post office address. The names of all signers to such petitions shall be written in ink, each signer for himself. To each part of such petition shall be attached the statement of the circulator, as may be required by law, that he witnessed the affixing of every signature. The petition and signatures upon such petitions shall be presumed to be in all respects sufficient, unless not later than forty days before the election, it shall be otherwise proved and in such event ten additional days shall be allowed for the filing of additional signatures to such petition. No law or amendment to the constitution submitted to the electors by initiative and supplementary petition and receiving an affirmative majority of the votes cast thereon, shall be held unconstitutional or void on account of the insufficiency of the petitions by which such submission of the same was procured; nor shall the rejection of any law submitted by referendum petition be held invalid for such insufficiency. Upon all initiative, supplementary, and referendum petitions provided for in any of the sections of this article, it shall be necessary to file from each of one-half of the counties of the state, petitions bearing the signatures of not less than one-half of the designated percentage of the electors of such county. A true copy of all laws or proposed laws or proposed amendments to the constitution, together with an argument or explanation, or both, for, and also an argument or explanation, or both, against the same, shall be prepared. The person or persons who prepare the argument or explanation, or both, against any law, section, or item, submitted to the electors by referendum petition, may be named in such petition and the persons who prepare the argument or explanation, or both, for any proposed law or proposed amendment to the constitution may be named in the petition proposing the same. The person or persons who prepare the argument or explanation, or both, for the law, section, or item, submitted to the electors by referendum petition, or against any proposed law submitted by supplementary petition, shall be named by the general assembly, if in session, and if not in session then by the governor. The law, or proposed law, or proposed amendment to the constitution, together with the arguments and explanations, not exceeding a total of three hundred words for each, and also the arguments and explanations, not exceeding a total of three hundred

words against each, shall be published once a week for three consecutive weeks preceding the election, in at least one newspaper of general circulation in each county of the state, where a newspaper is published. The secretary of state shall cause to be placed upon the ballots, the ballot language for any such law, or proposed law, or proposed amendment to the constitution, to be submitted. The ballot language shall be prescribed by the Ohio ballot board in the same manner, and subject to the same terms and conditions, as apply to issues submitted by the general assembly pursuant to Section 1 of Article XVI of this constitution. The ballot language shall be so prescribed and the secretary of state shall cause the ballots so to be printed as to permit an affirmative or negative vote upon each law, section of law, or item in a law appropriating money, or proposed law, or proposed amendment to the constitution. The style of all laws submitted by initiative and supplementary petition shall be: "Be it Enacted by the People of the State of Ohio," and of all constitutional amendments: "Be it Resolved by the People of the State of Ohio." The basis upon which the required number of petitioners in any case shall be determined shall be the total number of votes cast for the office of governor at the last preceding election therefor. The foregoing provisions of this section shall be self-executing, except as herein otherwise provided. Laws may be passed to facilitate their operation, but in no way limiting or restricting either such provisions or the powers herein reserved. (Amended, effective June 12, 1978)

3519.01 Attorney general's approval of petition required

Whoever seeks to propose a law or constitutional amendment by initiative petition or to file a referendum petition against any law, section, or item in any law shall by a written petition signed by one hundred qualified electors submit such proposed law, constitutional amendment, or measure to be referred and a summary of it to the attorney general for examination. If in the opinion of the attorney general the summary is a fair and truthful statement of the proposed law, constitutional amendment, or measure to be referred, he shall so certify. A verified copy of the proposed law, constitutional amendment, or the law, section, or item to be referred, together with the summary and the attorney general's certification, shall then be filed with the secretary of state.

3519.02 Committee for petitioners

The petitioners shall designate in any initiative, referendum, or supplementary petition and on each of the several parts of such petition a committee of not less than three nor more than five of their number who shall represent them in all matters relating to such petitions. Notice of all matters or proceedings pertaining to such petitions may be served on said committee, or any of them, either personally or by registered mail, or by leaving such notice at the usual place of residence of each of them.

3519.03 Committee to prepare arguments

The committee named in an initiative petition may prepare the argument or explanation, or both, in favor of the measure proposed and the committee named in a referendum petition may prepare the argument or explanation, or both, against any law, section, or item of law. The persons who prepare the argument or explanation, or both, in opposition to the initiated proposal, or the argument or explanation, or both, in favor of the measure to be referred shall be named by the general assembly, if in session, and if not in session, then by the governor. Such argument or explanation, or both, shall not exceed three hundred words, and shall be filed with the secretary of state at least sixty days prior to the date of the election at which the measure is to be voted upon.

3519.04 Estimate of proposed annual expenditures and annual yield of proposed taxes

Upon receipt of the verified copy of a proposed state law or constitutional amendment proposing the levy of any tax or involving a matter which will necessitate the expenditure of any funds of the state or any political subdivision thereof, the secretary of state shall request of the tax commissioner an estimate of any annual expenditure of public funds proposed and the annual yield of any proposed taxes. The tax commissioner on receipt of such request shall prepare the estimate and file it in the office of the secretary of state. The secretary of state shall distribute copies of such estimate with the pamphlets prescribed in section 3519.19 of the Revised Code.

3519.05 Form of petition

If the measure to be submitted proposes a constitutional amendment, the heading of each part of the petition shall be prepared in the following form, and printed in capital letters in type of the approximate size set forth:

INITIATIVE PETITION

Number . . . . . .
. . . . . .
Issued to . . . . . .
. . . . . .

(Name of solicitor)

Date of issuance . . . . . .
. . . . . .

Amendment to the Constitution
Proposed by Initiative Petition
To be submitted directly to the electors

"Amendment" printed in 14 point black face type shall precede the title, which shall be briefly expressed and printed in 8 point type. The summary shall then be set forth printed in 10 point type, and then shall follow the certification of the attorney general, under proper date, which shall also be printed in 10 point type. The petition shall then set forth the names and addresses of the committee of not less than three nor more than five to represent the petitioners in all matters relating to the petition or its circulation.

Immediately above the heading of the place for signatures on each part of the petition the following notice shall be printed in red:

NOTICE

Whoever knowingly signs this petition more thar once, signs a name other than his own, or signs when not a qualified voter, is liable to prosecution.

In consideration of his services in soliciting signatures to this petition the solicitor has received or expects to receive . . . . . from . . . . . .
(Whose address is) . . . . . .
. . . . . .
Before any elector signs the part-petition, the solicitor shall completely fill in the above blanks if the solicitor has received or will receive any consideration and if the solicitor has not received and will not receive any consideration he shall insert "nothing."

The heading of the place for signatures shall be substantially as follows:

(Sign with ink or indelible pencil. Your name, residence, and date of signing must be given.)

Signature	County	Township	Rural Route or other Post-office address	Month	Day	Year

(Voters who do not live in a municipal corporation should fill in the information called for by headings printed above.)
(Voters who reside in municipal corporations should fill in the infomation called for by headings printed below.)

Signature	County	City or Village	Street and Number	Ward	Precinct	Month	Day	Year

The text of the proposed amendment shall be printed in full, immediately following the place for signatures, and shall be prefaced by "Be it resolved by the people of the State of Ohio." Immediately following the text of the proposed amendment must appear the following form:

. . . . . , declares under penalty of election falsification that he is the circulator of the foregoing petition paper containing the signatures of . . . . . electors, that the signatures appended hereto were made and appended in his presence on the date set opposite each respective name, and are the signatures of the persons whose names they purport to be, and that the electors signing this petition did so with knowledge of the contents of same.

(Signed) . . . . . (Solicitor)
(Address) . . . . . .

The penalty for election falsification is imprisonment for not more than six months, or a fine of not more than one thousand dollars, or both.

If the measure proposes a law, the heading of each part of the petition shall be prepared as follows:

INITIATIVE PETITION

Number . . . . . .
. . . . . .
Issued to . . . . . .
. . . . . .

(Name of Solicitor)

Date of issuance . . . . . .
. . . . . .

Law proposed by initiative petition first to be submitted to the General Assembly.

In all other respects the form shall be as provided for the submission of a constitutional amendment, except that the text of the proposed law shall be prefaced by "Be it enacted by the people of the state of Ohio."

The form for a supplementary initiative petition shall be the same as that provided for an initiative petition, with the exception that "supplementary" shall precede "initiative" in the title thereof.

The general provisions set forth in this section relative to the form and order of an initiative petition shall be, so far as practical, applicable to a referendum petition, the heading of which shall be as follows:

REFERENDUM PETITION

Number . . . . . .
. . . . . .
Issued to . . . . . .
. . . . . .

(Name of Solicitor)

Date of issuance . . . . . .
. . . . . .

To be submitted to the electors for their approval or rejection.

The title, which follows the heading, shall contain a brief legislative history of the law, section, or item of law to be referred. The text of the law so referred shall be followed by the certification of the secretary of state that it has been compared with the copy of the enrolled bill, on file in his office, containing such law, section, or item of law, and found to be correct.

3519.10 Signer must be qualified elector; information to be given; each petition to contain signatures of electors of only one county

Each signer of any initiative or referendum petition must be a qualified elector of the state. He shall place on such petition after his name the date of signing and the location of his voting residence, including the street and number in which such voting residence is located, if in a municipal corporation, and the rural route or other post-office address and township in which such voting residence is located, if outside a municipal corporation. Each part-petition which is filed shall contain signatures of electors of only one county. Petitions containing signatures of electors of more than one county shall not thereby be declared invalid. In case petitions containing signatures of electors of more than one county are filed, the secretary of state shall determine the county from which the majority of signatures came, and only signatures from such county shall be counted. Signatures from any other county shall be invalid.

3519.14 Petition may not be filed with insufficient signatures

The secretary of state shall not accept for filing any initiative or referendum petition which does not purport to contain at least the minimum number of signatures required for the submission of the amendment, proposed law, or law to be submitted under the initiative or referendum power.

3519.15 Part-petitions sent to boards of elections; procedure by boards

Whenever any initiative referendum petition has been filed with the secretary of state, he shall forthwith seperate [*sic*] the part-petitions by counties and transmit such part-petitions to the boards of elections in the respective counties. The several boards shall proceed at once to ascertain whether each part-petition is properly verified, and whether the names on each part-petition are on the registration lists of such county, or whether the persons whose names appear on each part-petition are eligible to vote in such county, and to determine any repetition or duplication of signatures, the number of illegal signatures, and the omission of any necessary details required by law. The boards shall make note opposite such signatures and submit a report to the secretary of state indicating the sufficiency or insufficiency of such signatures and indicating whether or not each part-petition is properly verified, eliminating, for the purpose of such report, all signatures on any part-petition that are not properly verified.

In determining the sufficiency of such a petition, only the signatures of those persons shall be counted who are electors at the time the boards examine the petition.

3519.16 Protest against board's findings; establishing of sufficiency or insufficiency of signatures; supplementary petition

If the circulator of any part-petition, the committee interested therein, or any elector files with the board of elections a protest against the board's findings made pursuant to section 3519.15 of the Revised Code, then the board shall proceed to establish the sufficiency or insufficiency of the signatures and of the verification thereof in an action before the court of common pleas in the county. Such action must be brought within three days after the protest has been filed, and the case shall be heard forthwith by a judge of such court whose decision shall be certified to the board. The signatures which are adjudged sufficient or the part-petitions which are adjudged properly verified shall be included with the others by the board, and those found insufficient and all those part-petitions which are adjudged not properly verified shall not be included. The properly verified part-petitions, together with the report of the board, shall be returned to the secretary of state not less than fifty days before the election, provided that in the case of an initiated law to be presented to the general assembly the boards shall promptly check and return the petitions together with their report. The secretary of state shall notify the chairman of the committee in charge of the circulation as to the sufficiency or insufficiency of the petition and the extent of the insufficiency. If the petition is found insufficient because of an insufficient number of valid signatures, such committee shall be allowed ten additional days after such notification by the secretary of state for the filing of additional signatures to such petition. The part-petitions of the supplementary petition which appear to the secretary of state to be properly verified, upon receipt thereof by the secretary of state, shall forthwith be forwarded to the boards of the several counties together with the part-petitions of the original petition which have been properly verified, and shall be immediately examined and passed upon as to the validity and sufficiency of the signatures thereon by each of such boards and returned within five days to the secretary of state with the boards' report. No signature on a supplementary part-petition which is the same as a signature on an original part-petition shall be counted. The number of signatures in both the original and supplementary petitions, properly verified, shall be used by the secretary of state in determining the total number of signatures to the petition which he shall record and announce. If they are sufficient, then such amendment, proposed law, or law shall be placed on the ballot as required by law. If the petition is found insufficient, the secretary of state shall notify the committee in charge of the circulation of the petition.

PREPARATION

Make enough copies of the case study (Handout 3) so each student can have one.

OBJECTIVES

1. Students will explore ways of translating personal concerns into political issues.

2. Students will be able to identify ways to transfer concerns into issues.

3. Students will list and evaluate sources of information.

ACTIVITIES

1. Have students brainstorm about translating concerns into issues based on the information in the Background Information.

2. Have students read the case study: THE CITY TRANSIT SYSTEM (Handout 3). Use the following questions to analyze the case.

a. What is the issue in this case?

b. What are the facts in the case?

c. Which statements are in dispute?

d. What kinds of activities are people engaged in to win voter support?

e. What are the political objectives of the groups?

f. How are the groups trying to achieve those objectives?

g. What is your opinion of the political actions of the persons or groups in this case?

h. Which groups do you think are taking more or less effective action?

i. If you were voting on this transit levy, how would you vote?

j. Which sources of information used in the case appear to be most influential?

k. Which sources would influence you the most?

IF WE COULD BE SURE THAT EVERYONE HAD THE SAME FACTS, COULD WE BE SURE THEY WOULD ALL AGREE ON THE ISSUE?

RESOURCE PERSONS

A spokesperson for some kind of issue campaign or local protest could be asked to discuss the process. The discussion should be on the nuts and bolts rather than the merits of the issue. Enlisting help, getting a committee together, organizing, raising money, resolving conflicts within the group, preparing information, gathering signatures are some suggestions on how to effectively relate the process to the students. A losing cause can be as instructive as a winning one. It need not have been a ballot issue. A group of parents protesting a curriculum change in the schools, a group trying to get a teen center, a controversial rezoning, or the like could be a good example. If you are completely stumped or are new in the community, ask your Board of Elections for one or two names of people who have been involved in ballot issues (local and state) in your county in the last few years.

Sample Student Invitation

I am _____, a student in _____'s class in government in _____ high school. Our class is studying how personal concerns get translated into political issues. We would like you to come to our class and talk with us about the process of getting a concern acted upon.

HELPFUL HINTS

Usually the information contained in the candidates and issues guide published by the League of Women Voters gives both sides impartially on local issues.

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet: Issues Analysis Center, Campaign Activities, 20 Delsa Dr., RD #4, Box 209, Sewell, New Jersey 08080.

League of Women Voters - Elections: Turning People On. (pamphlet); Public Action Kit (PAK) - How to organize and gain support for public action goals.

CASE STUDY

THE CITY TRANSIT SYSTEM

The city transit system has put a tax question on the ballot for the voters of the city to decide. The wording on the ballot will read:

> Shall there be additional tax of 1 mill on real estate for the purpose of operating funds for the transit system?
>
> ____ For the levy ____Against the levy

A coalition has formed to support the levy and another one has formed to oppose it. Among those who support it are the Mayor, the Chamber of Commerce, Senior Citizen groups, and a group that calls itself Citizens Who Ride the Bus. The opponents include the local Realtors Association, the local chapter of the Auto Club, Citizens for Low Taxes, and a group called Suburban Opponents of Public Money for Buses.

All of these groups and many individuals engage in a wide variety of activities in an attempt to influence voters. The Mayor has made TV and radio commercials urging support for the levy. The Chamber paid for those commercials and provided fact sheets to newspapers, radio, and TV, as well as buying ads in the local newspapers. Senior Citizen groups have organized a protest march down Main Street with banners and placards announcing their support. They have also written personal postcards to their friends and letters to the editor in the local newspapers. Citizens Who Ride the Bus have provided speakers to civic groups and notices to church and organizational newsletters.

The opponents have been equally active. The Realtors have held a number of press conferences to explain their opposition and have paid for several ads on radio, TV, and in newspapers. The local chapter of the Auto Club has established a telephone hot line to answer questions and has put out information brochures that explain their opposition. The Citizens for Low Taxes have taken literature door to door and provided speakers for debates, coffees, and talk shows. The Suburban Opponents have not done anything specific, but have complained to the news media that no one is paying attention to them.

Both sides prepared carefully worded explanations of their positions for the local newspaper to print the week before the election. Neither political party has taken an official position on the issue, and neither have any of the local elected officials except for the Mayor. The local League of Women Voters published an explanation and arguments for and against the levy.

THE CITY TRANSIT SYSTEM - Concluded

Both sides agree on a few facts: the levy is for 1 mill, which is one dollar on every $1000 of the taxable value of a property, but they do not agree how much that will cost the average homeowner. The supporters say it will average $17 per homeowner, the opponents say $43. Both sides agree that an average of 27,000 people ride the bus every day. But the supporters say that saves energy and congestion while the opponents emphasize that means more than 250,000 people in the city do NOT ride the bus every day. The supporters say the bus saves the commuter money, cuts down on traffic congestion and air pollution, provides the only means of transportation for many disabled, elderly, and low-income people. Opponents say the public should not subsidize a service used by so few, that the bus company would not need the money if it had better management. The supporters say more money would enable them to provide better service, increase ridership, and reduce the need for public subsidy. The opponents say they should increase their ridership and use that extra income for improving service.

The Mayor says better mass transit will make a more prosperous community; The Chamber says it will attract business; the Senior Citizens are fearful of higher fares and less service; and the Citizens Who Ride the Bus want to avoid buying a second car to commute in.

The Realtors fear higher taxes will hurt their sales, the local chapter of the Auto Club fears loss of the gas tax revenues to build better highways, the Citizens for Low Taxes don't want more taxes for ANY reason. And the Suburban Opponents want to get their name in the paper because they are opposed to school busing and believe the two are somehow connected.

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LESSON 3

EVALUATING INFORMATION ON ISSUES

BACKGROUND

In Lesson 2, students considered some of the sources of information available to the voter who is trying to gather information about a ballot issue. The lesson ended with brief discussion about whether, if everyone had the same information, it would be fair to assume that they would all agree on the subject. This lesson picks up on that idea.

PREPARATION

Prepare enough copies of Statements About Capital Punishment to give one to each student (Handout 4).

OBJECTIVES

1. Students will prepare editorials based on preselected statements.

2. Students will be able to identify differences in editorials developed from the same factual information.

3. Students will be able to discuss how this process may affect their sources of information.

ACTIVITIES

1. Remind students of discussion that ended Lesson 2: whether one can assume that, if everyone has the same information, they will come to the same conclusion.

2. Divide the class into four groups, assigning two groups to prepare editorials in support of capital punishment and two groups to oppose it. Distribute copies of the statements about capital punishment and instruct the students that each group is to work all of these facts into their editorials.

3. After the students have had time to prepare their editorials, ask a spokesperson to read each group's editorial to the whole class. The other students should note how each group used the statements.

4. Invite the students to compare their efforts. Obviously they reached different conclusions, because they were assigned differing positions. Are there instances when the same statement could be used to support both sides of the issue? Give examples. Can we be confident that everyone will agree on an issue if given the same facts?

RESOURCE PERSONS

This is an appropriate lesson for inviting to the class someone from the news media. If you have had someone before, they could be asked back, or you could have someone different; the editor of a newspaper (or someone else from there), or someone who deals with writing editorials or choosing news stories for radio or television. Someone who deals with the news media could also be helpful--someone from a public relations firm or someone who dealt with the media while working on a campaign. If you want a different point of view, you might invite a journalism teacher from the high school or any nearby college or university to discuss with the students the problem of writing editorials about emotional issues.

The resource person could be asked to enter into the student discussion evaluating and comparing their editorials. Then this person could discuss with students and answer their questions about how editorials are written and where they get their information.

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet, Issues Analysis Center, Subtle Bias in the Media, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

Statements About Capital Punishment

1. Capital punishment deters others from committing serious crimes.

2. There are more capital crimes in those jurisdictions that have capital punishment than there are in those that do not.

3. The Bible calls for "an eye for an eye."

4. Capital punishment is imposed unevenly, falling more heavily on minority groups and the poor.

5. If a criminal is convicted of a serious crime, the state should not be burdened with having to support that criminal for life, as would happen if life sentences replaced capital punishment.

6. Capital punishment prevents the possibility of escape or parole on the part of dangerous criminals.

7. If capital punishment is allowed, there is always the possibility that an innocent person will be executed.

8. Capital punishment is the same thing as murder committed by the government.

9. Capital punishment is "cruel and unusual punishment," which is not allowed by the U.S. Constitution.

10. Those who are executed are hardened criminals and are no loss to society.

11. The possibility of capital punishment forces plea bargaining because prosecutors know that juries are reluctant to convict anyone of a crime that will involve the death penalty.

12. We need the death penalty to stop violent crime, especially against police and public figures.

13. Society has a right to punish evil-doers in proportion to the seriousness of their crimes.

LESSON 4

DEVELOPING AND EVALUATING CAMPAIGN MATERIALS

BACKGROUND INFORMATION

Campaign brochures and ads serve a very useful purpose to the voter. It is important that one realize that campaign brochures are biased. They are meant to convince the voter to agree and vote for the side of the issue that the authors of the brochure advocate. With this in mind, the voter can realize to what extent he wants to be convinced by the printed or broadcast information.

Important ingredients of any piece of campaign literature include:

1. the name of the committee

2. identification of the issue that is being presented

3. several reasons why the voter should agree with the position being presented in the brochure

PREPARATION

No preparation is necessary other than reviewing the background and activities.

OBJECTIVES

1. Given information on the importance of campaign literature and the experience gained in Lesson 3, students will be able to develop campaign literature to be directed at specific groups.

2. Students will be able to evaluate campaign literature in terms of factors presented in the background information.

ACTIVITIES

1. In Lesson 3, four groups of students wrote editorials on the issue of capital punishment. Combine the two groups that wrote favorable editorials into one committee and the two groups that wrote unfavorable editorials into a second committee. Each committee is to produce three pieces of campaign literature, each to be directed at a particular population. Students should be reminded of the factors listed in the background information as they complete this exercise.

ACTIVITIES - Concluded

2. When all campaign literature has been produced, each committee should have the opportunity to evaluate the opposition's literature. Criticism should be based upon the factors listed in the background information. (Note: As an alternative, a resource person might be asked to evaluate the campaign literature in terms of the purposes and audiences for which it was developed.)

RESOURCE PERSONS

Several kinds of people would be appropriate resource persons for this lesson. A campaign chairperson; the person who was in charge of media or public relations for a campaign; a candidate -- or a panel of 2 to 4 persons -- would be very helpful in helping the teacher and the students gain insights into why campaign literature is put together the way it is.

HELPFUL HINTS

A piece of campaign literature, for the purpose of this lesson, could be a radio ad, a TV ad, a newspaper ad, or a campaign brochure.

USEFUL RESOURCE MATERIAL

IPLE Voter Education Booklet, Campaign Activities, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

League of Women Voters: Pick a Candidate (pamphlet); Issues, Not Images (pamphlet); Making An Issue Of It: The Campaign Handbook

LESSON 5

EVALUATING SOURCES OF INFORMATION

BACKGROUND INFORMATION

Newspapers may editorialize on the editorial page. Should they do so in any other part of the newspaper? Do they?

There are several ways in which a newspaper can influence its readers if it were so inclined: the wording of headlines, the location of the article, use of flattering or not-so-flattering pictures.

Some newspapers use these techniques on rare occasions; others may have a regular policy of influencing the voter through methods rather than statements or editorials.

PREPARATION

1. Make copies of the "Bears vs. Lions" student handout.

2. Make copies of Handout 6.

3. Make copies of Handout 7.

OBJECTIVES

1. Given two accounts of the same event, students will be able to account for the differences as resulting from various treatments of factual information.

2. Given several headlines about a particular issue, students will be able to speculate about the content of the articles.

ACTIVITIES

1. Have students read "Bears vs. Lions" and complete exercise. Discuss the activity in terms of Objective 2.

2. Present students with news release and headlines about crossover voting. Have them offer suggestions about the possible consequences of the differences in the headlines.

(a) Why are there so many different headlines?

(b) Which headlines are more likely to give you the negative aspects of crossover voting or closed primaries?

(c) Can you tell which side of the issue each one favors?

ACTIVITIES - Concluded

3. Present students with the editorial on closed or open primaries. Ask them to discuss the arguments and their opinions on open versus closed primaries.

RESOURCE PERSONS

This would be a good opportunity to invite a newspaper publisher, editor, or writer. If this is not possible, a journalism professor from a local college or the journalism teacher at the high school would also be good choices. Let them know what the students are doing in class.

Sample Student Invitation

I am _____, a student in _____'s class in government at _____ high school.

Our class is going to be studying the newspaper as a source of information for political issues. We would like you to come to our class and talk with us about how newspapers get the information to voters. We would like you to come to our class at _____ on _____.

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet, Issue Analysis Center, Subtle Bias in the Media, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

BEARS vs. LIONS

Here are two stories about one football game that might have been written in a school newspaper.

BEARS EASILY WHIP LIONS, 35-28

Last night the Bears and Lions played a game that was really over by the end of the first half. By halftime, the Bears had built up a 35-0 lead. In the second half, the Bears relaxed and took it easy. The only points that the Lions could score came on four touchdowns in the last half. The Bears looked like a strong team and were in control of the entire game.

LIONS' POWER NEARLY UPSETS BEARS

Last night the Lions completely outplayed the Bears in the second half and nearly won the game. The Lions' magnificent rally barely fell short as the Bears eked out a 35-28 victory. The Lions made several costly mistakes in the first half and found themselves behind 35-0 at halftime. In the second half, the Lions scored four touchdowns good for 28 points while the Bears were held scoreless. The end of the game found the Bears hanging on, desperately trying to keep the powerful Lions from scoring the tying touchdown.

Below are six statements about the game. If a statement is true according to both newspaper stories, circle the word "Agree." If the stories disagree about the statement, circle the word "disagree."

1.	Agree	Disagree	The score was 35-28
2.	Agree	Disagree	The Bears were the better team.
3.	Agree	Disagree	The Lions were the better team.
4.	Agree	Disagree	The score at halftime was 35-0
5.	Agree	Disagree	The Lions scored 28 points in the second half.
6.	Agree	Disagree	It was easy for the Bears to beat the Lions.

Handout 6

Secretary of State
Anthony J. Celebrezze, Jr.

May 9, 1980

FOR IMMEDIATE RELEASE

Numerous questions have been asked of Secretary of State Anthony J. Celebrezze, Jr.'s office and the local boards of elections about the procedure for changing party affiliation at the June 3rd Primary. These inquiries appear to have been sparked by the attention given to other states' crossover voting procedures.

"Ohio law establishes a 'closed primary'," explained Secretary Celebrezze. "Under this sytem, the members of one political party choose the candidate they wish to represent them as their presidential candidate. This process was established many years ago to prevent the 'raiding' of one party by another, where the members of one party could artificially influence the selection of the other party's candidate," he said.

There is a procedure for voters to change their political party at the primary election. Secretary Celebrezze continued, "If, for example, a person is currently shown as a Democrat on the registration book and wishes to vote in the Republican primary, the voter must sign a statement under oath at their polling place on election day. This statement says that at the last regular state election (in November of even-numbered years) in which they voted, they voted for more members of the opposite political party than the party of their current registration. After signing the statement, and having it witnessed by the presiding judge, they would be given the Republican party ballot," he said.

Ohio law places a responsibility on the pollworker to challenge a person's right to vote if they believe that the person is not actually affiliated with the party whose ballot they request. "If a person has a long record of voting in one party's primary, and then asks for the opposite party's ballot, the pollworker should challenge that request," said Secretary Celebrezze. "If the voter does sign the statement under oath, then he or she would be considered to have switched parties and could vote in the desired party's primary. We have provided additional training to boards of elections on the procedures for voter challenges and have also redesigned the statement of voting history to make the process clearer," he said.

If a person is shown in the registration as an independent, without Republican or Democratic voting history, they can ask for and receive either party's ballot, and then are recorded as a member of that party. Any eligible voter who does not want to declare a party affiliation may vote on June 3rd, but only on the four statewide issues and whatever local issues are on the ballot.

"If voters have questions about their current registration status or the procedure for changing affiliation, they should contact my office or their county board of elections," concluded Secretary Celebrezze.

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The headlines on the following page all pertain to news stories based on this press release. Can you tell which side of the issue each headline favors?

14th Floor State Office Tower Columbus, Ohio 43216 614/466-2530

'Crossover' vote is permitted

Ohio doesn't allow 'crossover' voting

CELEBREZZE EXPLAINS CROSSOVER VOTING

Crossover voting is difficult in Ohio

Celebrezze gives procedure for changing affiliation

Ohio Has Procedure For Changing Political Parties

Party change rules set for Primary day

Closed primary

Voters switching parties Tuesday will be challenged

"Closed Primary" Protects Party's Right to Choose Own Candidates

Cross-overs in for challenge

Changing Parties One Option

Voter challenge alert issued here for primary

Crossover votes spark criticism

Voters must sign paper to change party affiliation

Celebrezze Cites Procedures For Crossover Voting

Primary 'switch' legal

Voters allowed to switch parties during primary

Handout 7

Editor's Notebook

Keep Wrens out of the Sparrow primary

By Jim Collins

One of my very good friends in the advertising department came into my office the day after the election waving a copy of that day's newspaper.

"Can I talk to you for a minute?" he asked.

"Sure," I responded.

I could tell he was steaming mad about something. His nostrils flared and smoke was starting to curl out of his ears.

He had underlined several sentences in a story about crossover voting.

"What's the problem?" I said to Fred (not his real name—it never is, is it?).

"They wouldn't let me vote yesterday in the Republican primary," he said.

"Are you a Republican?" I inquired.

"No," he replied.

"Then what business do you think you have voting in the Republican primary?"

"Because I don't like either Carter or Kennedy."

"Completely beside the point, my friend," I said. "You obviously don't understand why we have closed primaries in Ohio. It's *not* so Democrats can help Republians choose their candidates and it's *not* so Republicans can help Democrats choose their candidates. That's party business and outsiders should keep out. And I don't care *what* they do in Wisconsin. We don't do it their way in Ohio."

He looked a little puzzled, so I elaborated.

"Look, nobody gets elected in a primary election except party officials—precinct committeemen and state central committee members. Those are not public offices, they are party offices.

"The candidates for public offices are merely nominated by the party so they can run in November against the guys from the other party.

"That's a party's own business, nominating its best candidates to run in November, and outsiders are not invited to join in the process.

"Some states have open primaries, and I think it's a crazy system. Let's say for sake of an example, that there are two parties, the Wrens and the Sparrows. Now, I am a Wren, and I have voted with the Wrens all my life. We have two candidates for county fence mender, Brown and White.

"Brown is highly qualified and would make an excellent fence mender, but White is a jerk and would leave the county's fences in disrepair. He would also be easier to beat on Election Day.

"So the Sparrows say, 'Look, Fred, let's you and I get all our Sparrow friends to vote in the Wren primary on Tuesday. We'll vote for White for fence mender because we know our guy can beat him in November.'

"I ask you, is that fair."

One reason for closed primaries, obviously, is to prevent one party from coming in and nominating weak candidates in the other party so they can then be beaten in November.

There is much more at stake than voting for a "president" or rather, a presidential candidate's delegates to a convention.

There are important choices to be made for office-seekers at the state and county levels—state representatives, county commissioners, members of the U. S. Congress and a host of others that have a lot to do with the running of our day-to-day lives.

The people who eventually become our sheriffs, recorders, court clerks, treasurers and judges are those who emerge from party primaries and eventually beat somebody else for the jobs in November.

And it is the party's own business who it shall nominate for these jobs.

Whether or not a particular Democrat or Republican "likes" a certain candidate for president doesn't give him or her the right to switch parties capriciously.

In Ohio, you become a member of a party by registering to vote in that party's primary in June.

You do not "change parties" any time you feel like it. You can only change in a June primary, and only then by declaring you voted for a majority of your new party's candidates in the last general election.

Oh, if you are a Sparrow, you can work for Wren candidates if you wish, and you can contribute to Wren fund-raisers and you can go to Wren rallies, but in the eyes of the law you are still a Sparrow until you switch at a June primary in an even-numbered year.

That's how the system works, and it's a good system.

"They asked me who I voted for last November," Fred exclaimed. "I told them it's none of their damn business."

"I'm sure they didn't ask you about any specific candidates," I said. "They merely wanted to know if you had voted for a majority of Republicans in November as a basis for your wanting to switch to that party."

"They said I had to have voted a straight ticket," Fred insisted.

"I doubt if anybody told you that, because it isn't right. I believe the criterion is a majority of candidates."

I'm not sure Fred understood any better after I got done explining. But that's how it works. The Wrens don't want the Sparrows lousing up their primaries, and the Democrats and the Republicans don't want outsiders sticking their noses into their business and their primaries.

Unless, of course, they really mean it. If they really want to switch parties, fine.

But not just because, in a particular year, they are dissatisfied with the presidential choices offered by what has always been their traditional parties.

Editorials/Opinions

The News Herald

"Search for the truth is the noblest occupation of man; its publication is a duty"

HARRY R. HORVITZ, Publisher
JAMES D. LONERGAN, Assistant Publisher
DUDLEY B. THOMAS, General Manager
JAMES K. COLLINS, Editor
JAMES R. DUFF, Executive Editor
ROBERT L. MURPHY, Managing Editor

CLOSED OR OPEN PRIMARIES? BEST COPY AVAILABLE

LESSON 6

SURVEYING THE COMMUNITY

BACKGROUND INFORMATION

It is often important to gauge the political interest of a community to make important decisions such as how much literature to distribute in that community, how often a message should be broadcast on radio or TV, or how often speakers on an issue need to make appearances.

One way to get an idea of the interest of the people in the area is to do a survey. This general survey of political interest serves several useful purposes for the students:

1. It gets them into the community to get acquainted with the people.

2. It gives students ideas of the community they live in.

3. Students get either positive or negative reactions from the community to voting, and the reasons why.

4. It gives students an opportunity to collect and process data on their community.

Arthur Hadley, in his recent book, The Empty Polling Booth, found that the most startling characteristic of people who do not vote, as compared to people who do vote, was that a much higher percentage of nonvoters believe that their lives are determined by luck. Voters were much more likely to believe they could plan their lives. He does not accept the stereotype of the nonvoter. The characteristics of the nonvoter were thought to include being: young, female, rural, Southern, less well educated, lower income, probably a member of a minority group. Hadley found that in fact a high percentage of nonvoters were well educated, higher income, white, male, urban, and northern--no different from voters. The only substantial difference was that nonvoters don't believe they can plan their lives, but voters believe they can.

PREPARATION

1. Make copies of the Survey. Allow 3 copies per student.

2. Familiarize yourself with the procedure for processing the results.

3. You might want to contact the local newspaper to have them print your results in the newspaper.

OBJECTIVES

1. Given a questionnaire, students will be able to conduct a survey and process the data.

ACTIVITIES

1. Have students conduct the survey. Then discuss with them: What kinds of responses did you get? Were people reacting favorably to you? Negatively? How much time did you need to spend in the neighborhood?

2. Have students tally and process the results of the survey, using the materials provided.

Sense of Political Efficacy: the more a person feels he is able to influence government and have government respond, the higher is that person's sense of political efficacy (PE). That is, it is the degree to which an individual feels that he or she can influnce political decisions or that government is responsive to him or her.

Tallying the results: give one point to every Disagree response. The range of scores possible for each respondent is 0-5. If the score is 0, 1, or 2, we will call that a LOW sense of political efficacy. If the score is 3, 4, or 5, we will call that a HIGH sense of political efficacy. Make a tally sheet like the one that follows.

Based on the tallies the students have made, ask the following question.

1. Does there seem to be a relation between sex identification and sense of political efficacy? If so, what? What might be the reasons?

2. Does there seem to be a relation between racial identity and sense of political efficacy? If so, what? What might be the reasons?

3. Does there seem to be a relation between political party preference and sense of political efficacy? If so, what? What might be the reasons?

RESOURCE PERSONS

Any person who has been involved in conducting polls or surveys would be helpful for this lesson. Advertising agencies are often asked to do polling for candidates. Someone involved in census taking has also been involved in the processing of data. The county Republican or Democrat chairperson might also be of help to the students in processing this information. Some of these resource persons might be very interested in the statistics the students come up with.

HELPFUL HINTS

In many communities, the area the students survey will probably be quite homogeneous politically and racially. That will make it more difficult to use the tabulated results to discuss comparative feelings of political efficacy between races or parties. However, it does mean that students may be able to describe with some accuracy the degree of political efficacy felt by members of that community. For more information, see: IPLE Voter Education Booklet, Canvassing Techiques, p. 27-29. 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

SURVEY FORM

Fill in the following information for each person you interview:

Sex _____Male _____Female

Political Party Preference _____Democrat _____Republican _____Neither

Racial Identity _____White _____Nonwhite

1. I don't think public officials care much about what people like me think.

_____Agree _____Disagree

2. The way people vote is the main thing that decides how things are run in this country.

_____Agree _____Disagree

3. Voting is the only way that people like me can have any say about how the government runs things.

_____Agree _____Disagree

4. People like me don't have any say about what the government does.

_____Agree _____Disagree

5. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.

_____Agree _____Disagree

6. Do you vote?

_____Yes _____No _____Occasionally

TALLY FORM

		Total	Number of High Scores	Number of Low Scores
1.	Political Efficacy	_____	_____	_____
2.	Males	_____	_____	_____
3.	Females	_____	_____	_____
4.	Democrats	_____	_____	_____
5.	Republicans	_____	_____	_____
6.	Neither party	_____	_____	_____
7.	Whites	_____	_____	_____
8.	Nonwhites	_____	_____	_____

	High	Low	Total
Male	%	%	%
Female	%	%	%

	High	Low	Total
Dem.	%	%	%
Rep.	%	%	%
None	%	%	%

	High	Low	Total
White	%	%	%
Nonwhite	%	%	%

LESSON 7

REGISTRATION

BACKGROUND INFORMATION

Earlier we discussed reasons people give for not voting. Now we are going to talk about how you get registered in Ohio, register students who are eligible, and conduct a mini registration drive. Included in these materials is a Voter Information Pamphlet and a brochure on how to register to vote and how to register others to vote.

But first, what are the requirements for registering to vote in Ohio? Basically, there are three:

- You must be a U.S. citizen

  To be a U.S. citizen you must have been born in the United States or have become a citizen by being naturalized.

- You must be 18 years old by election day

  But, anyone who will be 18 by the time of the November general election is qualified to register and vote (for candidates only) in the June primary while they are still 17. That is because the primary is considered a part of the general election. Many young people miss this opportunity to vote.

- You must be a resident of Ohio and of your county and precinct for 30 days before the election

  This "residency" requirement is automatically met because registration closes 30 days before the election.

Once a voter is registered in Ohio, the registration is permanent, as long as they vote at least once every four years or notify the Board of Elections whenever they change their address or name. For students it is important to point out, however, that they may continue to vote from their old address if they go into the armed services or if they go away to college either inside or outside Ohio.

How does someone get registered to vote in Ohio? What do they ask? Where do you have to go?

Generally, registering to vote in Ohio is easy. Voters may register at their county board of elections, which is usually located in or near the county court house or office building. Students who leave their home county to attend school elsewhere in Ohio can register at the county board of elections in the county where they attend school. The registration is then forwarded to their home county.

In addition to the board of elections, most counties have a variety of easily accessible branch registration sites. For example, registration is often conducted at public libraries. Also, every deputy registrar of motor vehicles who renews driver's licenses can also register voters or take changes of address. Moreover, registration forms can be obtained by mail from the county board of elections by writing or calling the board to request the forms. Finally, individuals can be designated as deputy registrars. In that capacity they can register others to vote.

The following is the basic information that is necessary to complete a voter registration form:

1. first, middle, and last name

2. address of voter's residence

3. birthdate

4. citizenship status (if the voter is a naturalized citizen, the date and name of the court must also be provided)

5. Location of previous registration (if any)

The forms may also request a voter's telephone number and social security number; however, these two pieces of information are optional and need not be given. In filling out these forms, it is important to note that voters need not declare their preference as to political party. Completion of the form does not require proof of age, residence, citizenship, or identity. The voter simply swears that all of the statements made are true. Because of the importance of the electoral process, any attempt to register or vote fraudulently is a felony, carrying penalties that can include prison as well as fines.

In order to explain the registration process better, this lesson is divided into two exercises. First, any eligible students--that is, those who will be 18 by the time of the next general election, will be offered the opportunity to register to vote. Second, the students will be urged to conduct a voter registration drive by carrying out a "literature drop." The registration drive will involve distributing precoded postcards and promotional literature door to door in a particular area (ward, precinct, neighborhood, street, or block) which encourages the unregistered voters to register to vote. The key to the "literature drop" is not to talk to the occupants but merely to leave the printed materials at their door step by hanging it on their door knob, slipping it inside their screen door, or leaving it under their door mat. Postal regulations prohibit placing anything other than mail in anyone's mailbox. Be sure the students understand not to put their literature in mailboxes.

ARTICLE V: ELECTIVE FRANCHISE

§ 1 [Who may vote.]

Every citizen of the United States, of the age of eighteen years, who has been a resident of the state, county, township, or ward, such time as may be provided by law, and has been registered to vote for thirty days, has the qualifications of an elector, and is entitled to vote at all elections. Any elector who fails to vote in at least one election during any period of four consecutive years shall cease to be an elector unless he again registers to vote. (Amended, November, 1977.)

REGISTRATION

3503.06 Registration required for voting or other acts

No person shall be entitled to vote at any election, or to sign any declaration of candidacy or any nominating, initiative, referendum, or recall petition, unless he is registered as an elector.

3503.07 Qualifications to register

Each person who will be of the age of eighteen years or more at the next ensuing November election, who is a citizen of the United States, and who, if he continues to reside in the precinct until the next election, will at that time have fulfilled all the requirements as to length of residence to qualify him as an elector shall, unless otherwise disqualified, be entitled to be registered as an elector in such precinct. When once registered, an elector shall not be required to register again unless his registration is canceled.

3503.11 Registration at offices; distribution of forms; registration by mail; deputy registrars of motor vehicles; change of residence or name; change of residence within 30 days before election

(A) Persons qualified to register or to change their registration may register or change their registration at the office of the board of elections or at any permanent or temporary branch registration office established by the board, at any time such office is open except after nine p.m. of the thirtieth day preceding a special, primary, or general election.

(B) (1) Any person qualified to register may apply, by mail, by telephone, in person, or through another person, for registration forms to the office of the board of elections of the county in which he resides. Any qualified elector who completes the registration forms under this division may return the forms to the board by mail.

(2) Every board of elections shall, upon request, supply registration forms to any person who resides in the county and is qualified to vote. Such person may distribute the forms to any other person who resides in the county and is qualified to register. Any person who distributes such forms shall, prior to any such distribution, sign a statement, as prescribed by the secretary of state, specifying the duties imposed on such person by the law relating to the registration of voters and the penalty for the failure to comply with the law. Any qualified elector who completes the registration forms under this division may return the forms to the board by mail, in person, or through another person, or to the person who distributed the forms to him. The board may provide by rule for a reasonable fee, not to exceed the cost of printing, for registration forms supplied to any person under this division in a quantity exceeding fifteen.

(3) The board of elections may designate any county office to distribute registration forms. Upon its designation, the office shall, during its regular office hours and upon request, supply registration forms to any person who resides in the county and who is qualified to register. Any such person who completes the registration forms under this division may return the forms to the board by mail, in person, or through another person.

(4) The registration forms must under divisions (B)(1), (2), and (3) of this section be received by the board no later than the thirtieth day preceding a special, primary, or general election. Any form received later than the thirtieth day preceding an election shall be invalid for that election.

(C) If the board is satisfied as to the truth of the statements made in the registration forms, as required by divisions (B) and (D) of this section, it shall register the applicant and notify him of his registration and the precinct in which he is to vote. Such notification shall be by nonforwardable mail, and in the event the mail is returned to the board, it shall investigate and cause the notification to be delivered to the correct address; or if it determines that the voter is not eligible to vote for residency reasons it shall cancel the registration and notify the registrant, at the last known address, of a need to reregister. If the board does not accept the application for registration, it shall immediately notify the applicant of the reasons for rejection of the application and request the applicant to provide whatever information or verification is necessary to complete the application.

(D) When any person applies for an operator's license, chauffeur's license, a state of Ohio identification card issued under section 4507.50 of the Revised Code, motorcycle operator's license or endorsement, or the renewal or duplicate of any license or endorsement under Chapter 4507. of the Revised Code, the registrar of motor vehicles or deputy registrar shall ask the applicant if he is eligible to register as an elector and, in addition, if he is registered. If the applicant replies that he is eligible but not registered, the registrar or deputy registrar shall offer to register him. If the applicant wishes to be registered, the registrar or deputy registrar shall register him and promptly send the completed registration forms to the board of elections of the county in which the applicant resides. The board shall file the registration forms in accordance with section 3503.13 of the Revised Code.

The registrar or deputy registrar shall offer any applicant for a license specified in this section an opportunity to complete a notice of change of residence if the applicant is a registered elector who has changed his residence from one precinct to another within a county or from one county to another and has not filed such a notice. The registrar or deputy registrar shall send the completed notice to the board of elections of the county in which the applicant resides, and the board shall process the notice in accordance with section 3503.16 of the Revised Code.

The board of elections in each county shall supply each deputy registrar with a sufficient number of blank registration forms and blank change of residence notices. The secretary of state shall supply the registrar with a sufficient number of blank registration forms and blank change of residence notices.

(F)[1] (1) Any registered elector who has changed his residence within a precinct and has not filed a notice of change of residence, may present himself on the day of a special, primary, or general election at the polling place in the precinct in which he resides and vote if he first completes a notice of change of residence. The precinct election officers shall send the completed notice to the board of elections with the pollbooks and tally sheets, and the board shall process the notice in accordance with section 3503.16 of the Revised Code.

Any registered elector who moves from one precinct to another in the same county or from one county to another county within thirty days prior to an election may vote at the next succeeding election in the precinct from which he moved, wherein he was legally registered. Change of residence forms shall be available at each polling place, and these forms may be completed, noting changes of address, and filed with election officials at the polling place. Election officials shall return these forms to the board of elections.

(2) Any registered elector who has changed his name may complete a notice of change of name at the polling place in the precinct in which he votes on the day of a special, primary, or general election. The precinct election officers shall send the completed notice to the board of elections with the pollbooks and tally sheets, and the board shall process the notice in accordance with section 3503.19 of the Revised Code.

3503.14 Contents of registration forms

All registrations and changes of registration shall be taken on forms prescribed by the secretary of state. Registration forms shall contain the following questions:

(A) What is your full name? (Please print)

....
First Middle Last

(B) What is your residence? .....
Number Street

....
City State Zip Code

(If the applicant resides in a hotel, apartment, or tenement house, or institution, or in an incorporated or unincorporated area not identified by the use of road names or house numbers, such additional information shall be included as will give the exact location of such applicant's place of residence.)

(C) What is your birthdate? .....
Day Month Year

(D) Are you a native born citizen? .....
If naturalized, when and in what court were you naturalized?

....
Date Court

(E) What is your social security number? .....
(Furnishing your social security number on this form is voluntary; its confidentiality cannot be guaranteed.)

(F) Where were you born?

....
City State Country

(G) What address did you give when you last registered to vote?

....
Number Street

....
City State Zip Code

Immediately following the spaces for inserting information as provided in this section, a form of affidavit shall be printed as follows:

"I declare under penalty of election falsification that the statements herein contained are true to the best of my knowledge and belief; and that I am legally qualified to vote.

.....
Signature of applicant

.....
Date

.....
Signature of Registrar
or Deputy Registrar

.....
Date"

THE PENALTY FOR ELECTION FALSIFICATION IS IMPRISONMENT FOR NOT MORE THAN SIX MONTHS, OR A FINE OF NOT MORE THAN ONE THOUSAND DOLLARS, OR BOTH.

The registration forms shall also contain spaces for entering thereon subsequent changes in the location of the residence of the applicant.

Each registration form shall also contain spaces for noting thereon at each election whether the elector registered thereon voted or did not vote at such election. Notations showing that the elector voted at a primary election shall indicate the political party whose ballot the elector voted. Such notations shall be made by the precinct election officials on the day of the election. When such spaces on a registration card have been completely filled up, gummed stickers may be attached to the cards, in such a way that none of the information previously shown on the card is covered so as to provide additional spaces for such notations.

3503.15 Signing of registration forms

Any eligible person applying for registration shall answer all questions, provided for in the registration forms, as set forth in section 3503.14 of the Revised Code. Such answers shall be recorded on both the original and the duplicate registration forms, after which said forms shall be compared and all errors corrected, and the applicant shall sign both the original and the duplicate forms under penalty of election falsification. Any applicant who is unable to sign his name shall make a cross, which shall be certified by the signing of the name of the applicant by the person filling out the registration form, who shall add his own signature, and shall also record on such form the date of birth of the applicant and such other information as will aid in his identification.

3503.16 Change of residence notice

Whenever a registered elector changes his place of residence from one precinct to another within a county or from one county to another, he shall report such change to the board of elections.

The registered elector may make the report required by this section by a written notice by mail, by calling in person at the office of the board of elections or a branch registration office, by appearing on the day of a special, primary, or general election at the polling place in the precinct in which he resides and reregistering, or when applying for an operator's license or endorsement under division (A) of section 4507.06 of the Revised Code, or for a renewal or duplicate thereof. The board shall provide change of residence notices in card form to be given out upon request by mail or in person for use by any registered voter who is moving or has moved to a new location. These notices shall be printed upon cards in a form prescribed by the secretary of state.

Upon receipt of a change of residence notice, whether directly from the applicant or from the registrar, deputy registrar, or the precinct election officials under section 3503.11 of the Revised Code, the board shall compare the applicant's signature with the original registration of such applicant, and if such signature appears to be the same, entry of such change of residence on the original registration cards or forms, and on the registration lists, shall be made. Such registrant shall be immediately notified by the board by mail of the change so made. If the board is not satisfied as to the signature on the request for a change of residence, or if, for any other reason the board is not satisfied that such request should be granted, a notice shall be sent to such registrant by mail directing him to appear in person at the office of the board to answer such questions under oath as are deemed necessary to determine the applicant's place of residence and his eligibility to vote. If a registrant fails to appear within fifteen days, when so requested, and the clerk has received no notice from the post office of the nondelivery of the registration notice, said applicant's registration forms shall be removed from the registration files and placed in the inactive files until such applicant establishes to the satisfaction of the board that such change of residence has been made. When a voter has been registered by error in a precinct other than the one in which he resides, the board shall correct the error and notify the registrant by mail.

PREPARATION

It will be necessary to contact the county board of elections for assistance in conducting this highly practical lesson.

First of all, you will need to make arrangements to have an ample number of registration forms available for the person who will be brought in to register the students that are eligible to register to vote.

Next, you should make arrangements with the board of elections or the Secretary of State's field representative regarding the necessary materials and procedures for the door-to-door registration drive that the students will conduct.

Materials:

1. See whether the county board of elections has a blank card or form for requesting a voter registration form that the students can pass out as part of their drive. If not, a sample form is provided as a handout.

2. Arrange in advance a code that can be placed on these blank forms or perhaps use different colored blank forms so that the board will know which forms that are returned to them came as a result of your students' registration drive.

3. If you want extra copies of the Voter Information Pamphlet or voter registration brochures, contact the field representative of the Secretary of State for your county.

PREPARATION - Concluded

Procedures:

Alternative 1. In order to target the "literature drop" so that only unregistered voters are given the information, the county board will have to provide lists of registered voters in each of the precincts to be covered. Students will then be instructed to leave their request blank and any other literature at those addresses not on the lists.

Alternative 2. To make it easier, instruct the students to leave their literature at every house within a designated area (precinct, neighborhood, street, or block).

OBJECTIVES

1. At least 85% of eligible students in the class will register to vote.

2. At least 75% of the students will be able to list three requirements for registering to vote in Ohio.

3. At least 75% of the students will be able to list two ways or places to register to vote in Ohio.

4. At least 50% of the students will visit at least one person or household and leave voter registration information with that person or household.

ACTIVITIES

This is a very straightforward lesson -- just information, real registration, and a real, though small-scale, registration drive.

1. Teacher gives brief lecture based on Background Information, outlining on the board the requirements for registering and voting in Ohio and the different ways to get registered in Ohio.

2. Teacher introduces resource person, who fills in information if necessary about registration and answers student questions.

3. Resource person offers to register all students who are old enough, while the rest of the students prepare their materials for the drive, and to fill out cards for everyone else (but write VOID across them).

The immediate disposition of these registration cards depends on which alternative form of election the teacher has chosen to implement.

ACTIVITIES - Concluded

If the teacher chooses Lessons 8 and 9, wherein the class learns the procedures used in an election and then applies that knowledge by running a school election, the registrar should gather up all the valid registration cards and return them to the board of elections right away. Those that were filled out for ineligible students should have had VOID written across them, so they may be returned to those students to keep.

If the teacher opts for Lesson 10, the alternative wherein the students learn election day procedures by running a mock election within their own class, the resource person should return all the registration cards, both valid and invalid, to whomever the teacher identifies as the person who will conduct the in-class mock election. (That person can then arrange the cards as they would be in a real election.) The registrar must be sure those valid registration cards will get to the board of elections very soon--even if that means picking them up at the school and returning them personally, because the registrar is legally responsible for their return to the board.

4. Teacher explains to students that they are going to draw on their experience in preparing campaign brochures, what they learned from each other and the resource person in evaluating their brochures, and their discussions of why people should vote -- all to prepare brochures urging people to register.

5. Teacher divides class into the same two teams that did opposing brochures on an issue. Each group is to design and produce a brochure urging people to register.

6. Teacher provides to each team the number of request forms for voter registration forms that they need to distribute. Point out to the students the coding system that you have worked out with the board of elections. Explain when the board will let you know the results of the registration drive.

7. Assign each team an equal number of houses at which they are to leave a request form and one of their brochures.

RESOURCE PERSONS

It is immportant to have a resource person who is a registered voter in your county and who is qualified to register voters there. This could be a field representative of the Secretary of State's office (but needs to be a resident of your county), an employee or member of your county board of elections, or an experienced volunteer deputy registrar (try the League of Women Voters). The resource person needs to be knowledgeable about the mechanics and the requirements of registration.

Sample Student Invitation

Mr/Ms _____, I am _____, a student in _____ _____'s government class at _____ high school.

Our class has been studying several aspects of the election process, including why people should register and vote. As part of this unit, we would very much like you to come to our class on _____ at _____. We would like you to bring enough voter registration cards to register those in our class who are old enough and fill out sample cards for all of us, a total of _____. We hope you will also be willing to answer questions and share your information about registration requirements and the options available in our county.

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet, Campaign Registration Center, p. 19-25, Simulated Election, p. 31-34, Voter Education Petrieval System, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

Handout 10

Suggested Form for Requesting Voter Registration Forms

Please send voter registration forms to:

Name _____

Address _____

_____ Zip _____

Check one:

☐ I am a new registration in this county

☐ I am now registered in this county, but I have changed my address

MAIL THIS REQUEST TO: (name of county) Board of Elections

(address of Board)

(city), Ohio (zip)

LESSON 8

ELECTION DAY PROCEDURES:
PREPARING THE CLASS FOR A SCHOOLWIDE ELECTION

BACKGROUND INFORMATION

This is the first of two lessons to familiarize students with the actual procedures used in conducting an election. This lesson is designed to prepare the students in the class to conduct an election for the rest of the school, which is Lesson 9. That election could be for student council, class officers, homecoming queen, a mock Presidential election--whatever works best for you.

The lack of exposure of students to voting procedures is viewed as a determinant in their failure to register and to vote. Even for people who do vote, the incorrect use of ballots is a recurring problem. In every election in every county, regardless of the voting device used, there are people who inadvertently spoil their ballots because they lack correct and complete information on the proper way to cast their ballot. The common mistakes include: failure to leave the levers on a voting machine pulled down, failure to properly insert the voting card in the punch card device causing votes to be cast for either the wrong or no candidates, and voting for too many candidates on a paper ballot.

PREPARATION

The basic preparation for this lesson and the next one (Lesson 9) is to contact and arrange for the participation of a resource person from the county board of elections or the Secretary of State's field office. Because of the highly technical nature of the election procedure and the various voting devices, it is essential that the teacher depend on the expertise of the resource person. The Activities section of this and the next lesson should be reviewed along with the resource person to determine whether any modifications are required for each particular classroom or school situation.

3505.18 Voting procedure

When an elector appears in a polling place to vote he shall announce his full name and address to the precinct election officials. He shall then write his name and address at the proper place in the poll lists provided therefor, except that if, for any reason, an elector shall be unable to write his name and address in the poll list, the elector may make his mark at the place intended for his name and a precinct official shall write the name of such elector at the proper place on the poll list following the elector's mark upon the presentation of proper identification. The making of such mark shall be attested by the precinct official who shall evidence the same by signing his name on the poll list as a witness to such mark.

The elector's signature in the poll lists shall then be compared with his signature on his registration form, and if, in the opinion of a majority of the precinct election officials, the signatures are the signatures of the same person, the clerks shall enter the date of the election on such registration form. If the right of the elector to vote is not then challenged, or, if being challenged, he establishes his right to vote, he shall be allowed to proceed into the voting machine. If voting machines are not being used in that precinct, the judge in charge of ballots shall then detach the next ballots to be issued to such elector from Stub B attached to each ballot, leaving Stub A attached to each ballot, hand the ballots to the elector, and call his name and the stub number on each of such ballots. The clerk shall enter such stub numbers opposite the signature of such elector in the pollbook. The elector shall then retire to one of the voting compartments to mark his ballots. No mark shall be made on any ballot which would in any way enable any person to identify the person who voted such ballot.

OBJECTIVES

1. Students will understand the voting process and be more at ease when the time comes for them to exercise their voting rights.

2. Students will be exposed to the voting devices employed in the county to ensure that their vote is properly recorded.

3. At least 50% of the students in the class will be able to demonstrate election day procedures, with accessible class notes, with fewer than three errors.

ACTIVITIES

Materials Needed:

from Resource Person

1. Registration book or tray like those used at the county board of elections

2. Demonstrator and cards for punch card devices (CES, Fidlar & Chambers, Datavote); demonstrator of voting machines (AVM, Shoup); or sample paper ballot

3. Poll book pages

from Teacher

1. Class list of all students; same list divided into four equal groups

2. Set up the room to approximate a polling place

Classroom Activities:

1. Use class lists as a basic regisration list.

Resource Person might want to start by displaying the registration book or trays actually used in the county.

2. Show the students exactly how to use the appropriate voting device pointing out the common mistakes made and how to avoid them.

Resource Person might want to demonstrate the device several times using various students from the class as subjects.

Classroom Activities: - Continued

3. Divide the students into four groups representing the two judges and two clerks that will be required to work at each polling place during the schoolwide election in Lesson 9.

Teacher should have predetermined the membership of the four groups.

Resource Person should address the whole class but explain to each group separately their specific functions as judges and clerks.

4. As a trial run to the schoolwide election in Lesson 9, divide each of these four groups in half and have half of the group serve as judges and clerks while the other half actually votes. Then, switch responsibilities, allowing the second half of each group to vote.

Teacher should be sure that each student gets an opportunity actually to practice the duties of a polling place official.

Resource Person should be prepared to answer questions to be sure the students understand what they are doing and why.

5. Once everyone has voted, tally the numbers in the poll books to make sure they correspond to the number that actually voted.

6. Show the students how to get the final vote, that is, depending on the particular voting device used, do one of the following: count the numbers off the back of the voting machine; count the paper ballots; or count the punch cards, explaining that at a real election, a computer scans the cards in order to tabulate the vote.

7. Prepare for the schoolwide election by:

(a) dividing up the school into either:

1. one precinct with everyone voting in one location

2. one ward with each homeroom being a separate precinct

3. different wards for each class (sophomore, junior, or senior) with each homeroom being a separate precinct

(b) deciding what the polling hours will be; for example, during lunch only, before or after school, and so forth.

(c) assigning poll workers from this class so everyone has an opportunity to work at some time.

Sample Assignments

Precinct	Location	Time	Judges*	Clerks*
Freshmen		8-10	Mary S. Ted. W.	John W. Jane R.
Mrs. B. Mr. S. Ms. J.	beside Rm. 222	10-12	George A. Julie T.	Peg M. Fred N.
		12-2		
		2-4		
Sophomores Mr. G.				

* Possible substitutes could be listed at the bottom of the page

(d) Assign students to prepare and distribute "press releases" (notices) telling the student body of the times, locations and rules for the election. These should be posted and announced.

(e) Assign students to help with any setting up of voting equipment and supplies for election day.

(f) Assign a student for each polling place, who is working the earliest shift, to obtain and have at the polling place an up-to-date list of all the home rooms whose members will vote at that location.

8. Go over the whole plan for election day with the class to be sure you have remembered everything and that each student understand his or her responsibilities.

RESOURCE PERSONS

The success of this lesson is more dependent on the resource person than is any other lesson in this series.

Suggested resource persons are the director, deputy director, or other employee of the board of elections, or an experienced and knowledgeable polling place official. This person needs to be completely informed about and able to explain clearly the details of conducting an election, enthusiastic about the importance of imparting to students the way to conduct elections properly, and infinitely patient and prepared to answer innumerable questions.

The resource person will also need to provide any supplies from the board of elections that are referred to in the activities. To avoid confusion, the teacher and the resource person should plan together ahead of time exactly what responsibilities each will assume.

Sample Student Invitation

Mr/Ms_____, I am _____, a student in _____'s government class at _____ high school.

Our class is going to be in charge of conducting an election for the rest of the school. We want this election to follow as closely as possible the procedures used in Ohio elections. We would like you to come to our class at _____ on _____ to show us exactly how to run our election properly.

If you can come, our teacher would like to talk with you beforehand so that everything is ready. When would be a convenient time for the teacher to call you? At what number?

HELPFUL HINTS

Teacher should read the Preparation and Activities sections of Lesson 9 to make sure that all of the necessary tasks are assigned.

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet, Bd. of El. Observation - p. 45, Voter Ed. Retrieval System - p. 55, Simulated Election - p. 31-34, Campaign Registration Center - p. 19-25, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey 08080.

League of Women Voters Publications, 65 South 4th St., Columbus, Ohio 43215, Making It Work: A Guide To Training Election Workers (pamphlet).

LESSON 9

SCHOOLWIDE ELECTION

BACKGROUND INFORMATION

This is the second lesson dealing with election procedures. Having learned the procedures in Lesson 8, the students in this lesson have an opportunity to implement what they have learned. The key to an orderly election, whether in school or out, is good planning. The more the students are involved in the planning for the election, the more they will feel a stake in its smooth operation.

PREPARATION

Almost everything that will determine the efficiency of the election must be done before the actual election day.

The voting materials must be assembled in cooperation with your county board of elections. If you use lever-type voting machines, you will need to get the board to set at least one machine at each of your polling locations. Since almost every school in Ohio is a polling place, you probably have machines stored in your building. The board of elections and your custodian will know where the machines or devices are stored in your building. Because the voting machines are both heavy and delicate, recruit some assistance from students or custodians to move the machines. Any moving, however, should be done under the supervision of a board of elections technician.

The next task is to place the names of the candidates for the mock schoolwide election on whatever voting device is being used in your county.

If you use automatic voting machines, the board technician can place the names on the machine by placing gummed labels over the machine strips or by "whiting out" the names already there and then writing the new names over the old. It is also important to have the technician explain how to open and how to work the machines.

If you use punch card devices, either white out or put blank labels over the names on a ballot book for each device. It is easy to write or type names in place.

If you use paper ballots, the easiest thing is to type up a reasonable facsimile of the ballot for your county, substituting the names and offices in your election then run off enough copies for your election.

All of this needs to be done no later than the day before the election. And all of it could be done by students, if it is then checked.

PREPARATION - Concluded

Be sure students have prepared and distributed "press releases" (announcements) to the school daily bulletin, assembly, or loudspeaker announcements and have put up posters informing the student body of their proper polling places and voting hours.

Prepare tally sheets for each precinct and for totaling for the whole school.

OBJECTIVES

Participating students will demonstrate their knowledge and understanding of election day procedures by conducting a school election according to the procedures discussed in the previous lesson.

ACTIVITIES

Once the polling places are set up and functioning smoothly, the teacher can let the students "run" the election. However there will be need for continuing supervision throughout the day.

1. Teacher should arrive at least one-half hour before the polls open to be sure everything is ready and in place.

2. Teacher should check at the beginning of the first (and each subsequent) shift to be sure all the poll workers showed up and understand how to do their jobs. (You may want to know which of your students are free during each shift, in case you need a substitute for someone who fails to show up.)

3. Teacher should be available to answer questions and trouble-shoot throughout the day.

4. When the polls close at the end of the day, students should tally the vote for each precinct. If this is a large school with large numbers of voters in each precinct, you may need to assign extra students to help count the votes.

5. When the votes in each precinct are counted, the students should bring all their supplies to the teacher's room (or the office) and help add up the precinct totals to get schoolwide totals, if appropriate. It is important that the time be taken to assure absolutely accurate results because it will probably be impossible to preserve the ballots for a recount. The board of elections will need to have its equipment secured right away.

6. Prepare notices giving the final election results to be posted wherever appropriate.

7. Teacher makes sure everything is put back where it belongs in the school and that all board of elections equipment and materials are returned to the board.

RESOURCE PERSONS

It is absolutely essential that a technician from the board of elections be present to be sure the voting materials and equipment are set up and used properly, and then stored again.

The board should be contacted at least a month before the proposed date of the election to be sure it does not conflict with their other duties. If it does conflict, it allows some time for adjusting the school election date.

Sample Student Invitation

Mr/Ms _____, I am _____, a student in _____ _____'s government class at _____ high school.

Our class is going to be in charge of conducting an election for the rest of the school year. We want this election to follow as closely as possible the procedures used in Ohic elections. We would like you to come to our school on _____ to help us set up the equipment for our election the next day, then store it again. If we have any questions before then, is there a phone number where we could reach you?

USEFUL RESOURCE MATERIALS

IPLE Voter Education Booklet, Voter Ed. Retrieval System - p. 55, Simulated Election - p. 31-34, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

LESSON 10

ALTERNATIVE FORM OF ELECTION DAY PROCEDURES:
IN-CLASS ELECTION

BACKGROUND INFORMATION

This lesson is an alternative to Lessons 8 and 9. It explains basic election procedures in a single class period and involves a mock election for governor and lieutenant governor.

The lack of exposure of students to voting procedures is viewed as a determinant in their failure to register and to vote. Even for people who do vote, the incorrect use of ballots is a recurring problem. In every election in every county, regardless of the voting device used, there are people who inadvertently spoil their ballots because they lack correct and complete information on the proper way to cast their ballot. The common mistakes include: failure to leave the levers on a voting machine pulled down, failure to properly insert the voting card in the punch card device causing votes to be cast for either the wrong or no candidates, and voting for too many candidates on a paper ballot.

PREPARATION

The basic preparation for this lesson is to contact and arrange for the participation of a resource person from the county board of elections or the Secretary of State's field office. Because of the highly technical nature of the election procedure and the various voting devices, it is essential that the teacher depend on the expertise of the resource person.

OBJECTIVES

1. Students will understand the voting process and be more at ease when the time comes for them to exercise their voting rights.

2. Students will be exposed to the voting devices employed in the county to ensure that their vote is properly recorded.

3. At least 50% of the students in the class will be able to demonstrate election day procedures, with accessible class notes, with fewer than three errors.

VOTING PROCEDURE

3505.18 Voting procedure

When an elector appears in a polling place to vote he shall announce his full name and address to the precinct election officials. He shall then write his name and address at the proper place in the poll lists provided therefor, except that if, for any reason, an elector shall be unable to write his name and address in the poll list, the elector may make his mark at the place intended for his name and a precinct official shall write the name of such elector at the proper place on the poll list following the elector's mark upon the presentation of proper identification. The making of such mark shall be attested by the precinct official who shall evidence the same by signing his name on the poll list as a witness to such mark.

The elector's signature in the poll lists shall then be compared with his signature on his registration form, and if, in the opinion of a majority of the precinct election officials, the signatures are the signatures of the same person, the clerks shall enter the date of the election on such registration form. If the right of the elector to vote is not then challenged, or, if being challenged, he establishes his right to vote, he shall be allowed to proceed into the voting machine. If voting machines are not being used in that precinct, the judge in charge of ballots shall then detach the next ballots to be issued to such elector from Stub B attached to each ballot, leaving Stub A attached to each ballot, hand the ballots to the elector, and call his name and the stub number on each of such ballots. The clerk shall enter such stub numbers opposite the signature of such elector in the pollbook. The elector shall then retire to one of the voting compartments to mark his ballots. No mark shall be made on any ballot which would in any way enable any person to identify the person who voted such ballot.

ACTIVITIES

The following in-class activities have already been used in one Ohio county with a great deal of success.

Materials needed (from Resource Person):

1. registration cards filled out by the students in Lesson 7, along with extra cards

2. a binder or tray in which to put registration cards

3. depending on the voting device used in your county, blank labels or white out should be placed on four sets of either ballot pages (for punch cards) or ballot strips (for lever machines) for the offices of governor and lieutenant governor

4. extra pages from the back of poll books with which to make a clerk's book

5. old ballot cards and grey envelopes

6. demonstration equipment and materials for punch card machines or automatic lever machines or sample paper ballots

7. copies of a candidate's petition for any office other than judge

Classroom activities:

1. Select the slate of candidates

Teacher should randomly choose eight students to serve as four separate teams of governor and lieutenant governor

Classroom activities: - Continued

2. Prepare the ballot

Teacher should read off the names of the students who are running for office. If anyone is absent a replacement should be named.

Teacher should type or write on the labels the names of the four teams of candidates and paste the labels over the whited-out names

3. Student-candidates should circulate their petitions for office in order to get 5 signatures on the petition. They should ignore the back of the petition.

4. Designate the election officials

Teacher should pick four or five students who are not running for office to be election officials.

5. Instruct the election officials in their duties

Resource person should assign one student to do each of the following tasks:

a. check the registration card

b. sign in the voters

c. record the name and ballot number in the clerk's book

d. hand the ballot (and grey envelope) to the voter

e. monitor the demonstrator voting device

f. wait and receive the ballots and put them in the box

6. Have the students arrange the classroom like a polling place on election day, including setting up the punch card or automatic voting devices.

Resource person should direct this activity.

7. Have the students vote.

8. Check to make sure that the number of ballots and the number of people who actually voted are in agreement.

9. It is suggested that you not count the votes. The concern is not really with who wins. Those who have done this did not tell the students ahead of time that the votes would not be tallied. They feel this has been agreeable to the students.

10. Discuss the procedure and answer any questions that the students have.

Classroom activities: - Concluded

NOTE: The board of elections official should take back to the board the registration cards of those students who are old enough to register to vote. For those students who are not eligible to register, the registration card should be returned to them (with VOID across the face) as a reminder to register when they are old enough to do so.

RESOURCE PERSONS

The success of this lesson is more dependent on the resource person than is any other lesson in this series.

Suggested resource persons are the director, deputy director, or another employee of the board of elections, or an experienced and knowledgeable polling place official. This person needs to be completely informed about and able to explain clearly the details of conducting an election, enthusiastic about the importance of imparting to students the way to conduct elections properly, and infinitely patient and prepared to answer innumerable questions.

The resource person will also need to provide any supplies from the board of elections that are referred to in the activities. To avoid confusion, the teacher and the resource person should plan together ahead of time exactly what responsibilities each will assume.

Sample Student Invitation

Mr/Ms _____, I am _____, a student in _____'s government class at _____ high school.

Our class has been studying the election process. We have discussed registration; all of us eligible have registered; now we would like to learn about election day procedures so we will know what to expect when we vote and will cast our ballots accurately.

We would like you to come to our class on _____ at _____. Our teacher would like to talk with you about this lesson, at your convenience. When would be a good time to call you and at what number?

USEFUL RESOURCE MATERIAL

IPLE Voter Education Booklet, Simulated Election - p. 31-34, 20 Delsea Dr., Rd. #4, Box 209, Sewell, New Jersey, 08080.

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LESSON 11

ELECTORAL COLLEGE

BACKGROUND INFORMATION

Much debate has taken place in Congress about whether to abolish the Electoral College system of electing a President. The main argument is that it does not function today the way it was originally set up to function. The selection process of the President has become more complex because the popular vote becomes the real voice in the election of the President. The writers of the Constitution meant to set up a process by which electors were chosen from each state to discuss and evaluate, then choose a President.

Senators and Congressmen have for many years discussed the electoral process and ways of changing or abolishing it. The only change was the XIIth Amendment to the Constitution, clarifying the election of the Vice President.

There have been several proposals for altering the Electoral College. One of these would have Presidential electors vote for the candidate receiving the most votes in each congressional district. This would cancel the present "winner-take-all" system whereby the candidate with the highest popular vote gets all the electoral votes of that state.

For the purposes of a lesson on the Electoral College however, we will deal with the basic pros and cons of the present process of selecting a President.

PREPARATION

1. Prepare enough copies of the handout materials for each student.

2. Decide whether you want to approach this lesson as a debate or as an opportunity for students to write position papers on whether or not they support the Electoral College. The debate could be set up as the original Constitutional Convention with students arguing both sides of the proposal.

3. If you decide on a debate you may want to consider:

   a. who will moderate the debate?

   b. do you want to set this up as though the students are Senators debating on the floor of the U.S. Senate?

   c. what will the desk arrangement in the classroom be?

   d. which U.S. Senators are committed to one side or the other of the issue? Write to them and see if you can get copies of their statements in the Congressional Record on this subject.

   e. if you decide to require position papers, it might be helpful to go to other sources for more information. The IPLE Voter Education booklet is an excellent resource, as is the League of Women Voters' Choosing a President.

OBJECTIVES

1. Students will prepare position papers with the aid of a preselected list of arguments.

2. Students will be able to identify main arguments in favor of the Electoral College.

3. Students will be able to identify main arguments against the Electoral College.

ACTIVITIES

1. Have students read the handouts on the Electoral College.

2. Present students with pro and con arguments and a copy of Article II of the U.S. Constitution. Have students read arguments (Hand out #11).

3. Divide class into two groups. Assign each student in one group to prepare a position paper on why we should keep the present form of the Electoral College. Assign each student in the other group to write a position paper on why we should abolish the Electoral College.

4. If a debate is scheduled, select four students from each group to present major arguments, select student moderator, and have the rest of the students comprise the research team. They will be responsible for summarizing each person's position paper and extracting the important points that may have an impact in their fellow students' debate.

RESOURCE PERSONS

A good resource person may be a local historian or government professor. Another may be a person who has been a Presidential Elector. There is a Democratic and a Republican elector for each Congressional District so they may not be too difficult to reach (call the county party chairman for names). A fellow government or civics teacher may have researched this subject for a college paper and could be well versed in the pros and cons. Often local newspapers will do editorials on whether or not to abolish the Electoral College. Have students check the newspaper for dates when articles or editorials were printed on this subject. Many articles were printed in Ohio newspapers in June, July, and August of 1979.

HELPFUL HINTS

Sen. Birch Bayh, D-Indiana, has been an outspoken proponent for change, and Sen. Orrin G. Hatch, R-Utah, has been strongly opposed to change. Also, the League of Women Voters of the United States publishes much information on the subject. Students may research this and come up with added arguments on either side of the issue.

Most government textbooks have additional information on the Electoral College.

USEFUL RESOURCE MATERIALS

1. IPLE Voter Education booklet, pages 63-67, "The Electoral College."

2. League of Women Voters, Choosing a President (1972); Who Should Elect the President? Both are available from the national office: League of Women Voters of the United States, 1730 M Street N.W., Washington, D.C. 20036, or from the state office: League of Women Voters of Ohio, 65 South Fourth Street, Columbus, Ohio 43215.

3. Senator Birch Bayh
   Senator Orrin Hatch
   c/o Senate Office Building
   Washington, D.C. 20510

Sample Student Invitation

Mr/Ms _____, I am a _____, a student in _____'s government class at _____ High School.

Our class is studying the Electoral College. We'd like you to come to our class and speak on the history or your views on the Electoral College in America.

We'd like you to come to our class on _____, at _____.

If the House Had to Pick The Next President . . .

By WARREN WEAVER Jr.

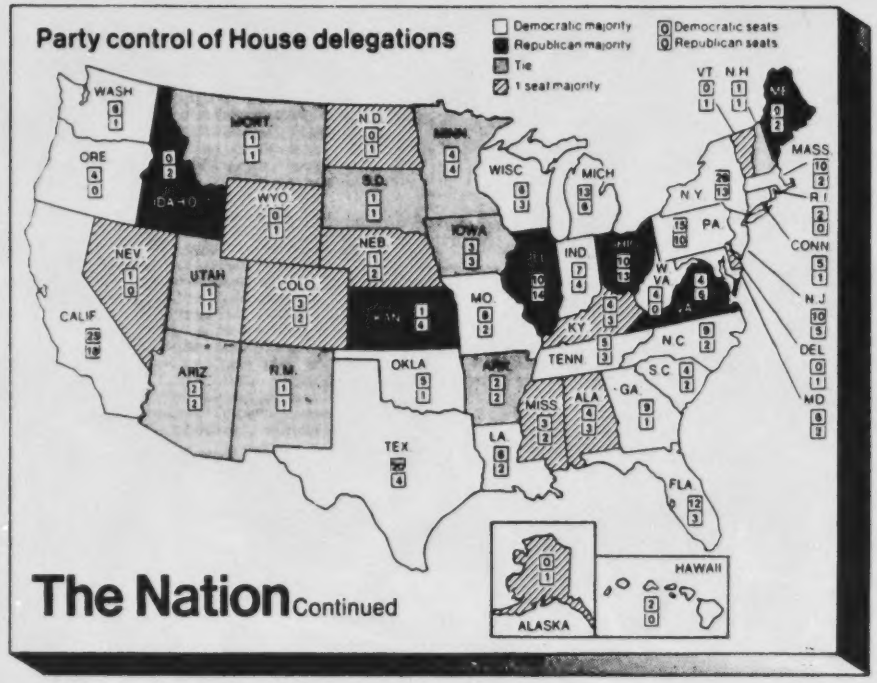
WASHINGTON — For a country in which many voters only dimly grasp the operation of the Electoral College, the prospect that the next President may be chosen by the House of Representatives is both startling and mysterious.

Nevertheless, the emergence of John B. Anderson as an independent candidate with vote-getting potential has led politicians of both major parties to fear that an obscure and archaic selection system imbedded in the Constitution in 1804 will be called into play for the first time in more than 150 years. That system could delay the selection of a President for months after Election Day. It could also frustrate the popular will and radically alter the campaign strategy of virtually all candidates running for House seats this year and the national parties that try to help them.

All this hinges on the possibility that neither of the anticipated major-party candidates, President Carter and Ronald Reagan, will secure an absolute majority of the electoral vote — 270 of 538 — on Nov. 4 because Mr. Anderson carries one or more states and the rest of the vote is very closely divided. Parenthetically: it is possible that some of the electors could resolve such a deadlock at the start by ignoring the election results in their states, switching their support to the leading candidate and promoting him to a clear majority. There is no requirement in the Constitution or Federal law that electors reflect the popular majority in their states. State laws that purport to control nearly a third of the electors are of dubious constitutionality.

Assuming, however, that the electors remained faithful to their constituents and no candidate achieved 270 votes, the rusty Federalistic machinery of the Twelfth Amendment would automatically grind into motion for the first time since 1824. The Constitution provides an outline of the procedure but almost no detail: The House of Representatives "immediately" meets to choose the new President from among the three highest electoral-vote winners. It decides by a curious system under which each state delegation casts a single vote, and the winner must receive an absolute majority of the state votes, now 26 out of 50.

Almost all authorities agree that the House members making the decision will be those elected in November, not those now sitting. The Twentieth Amendment provides for swearing in the new Congress on Jan. 3, and a 1932 Federal law requires the electoral votes, technically cast the previous December, to be officially counted at a joint session of Congress on Jan. 6.



In the present House, 29 state delegations are controlled by Democrats; 12 by Republicans, and nine, evenly divided. So it might appear that the November election of a similarly balanced House would assure Mr. Carter re-election over Mr. Reagan, with Mr. Anderson getting no support at all, no matter what the Electoral College results were.

But party leaders are convinced the situation in fact could be much more complicated and uncertain. In the first place, this theoretical Democratic control is precarious; there are 11 states in which the shift of a single seat would shift the state from one party to the other. If only four of the 11 shifted to Republican control, and nine states remained evenly divided, thus not affecting the outcome, Mr. Carter would lose his majority. What's more, there is no certainty at all that members of this new House would follow strict party lines in choosing the President. The tentative assumption now is that a Representative would feel the strongest political pressure to vote for the candidate who carried his or her home district; doing otherwise would presumably invite defeat by the same majority in the next election.

Although the issue has not yet fully developed, candidates for the House this fall are likely to run as pledged to support (a) the Presidential nominee who carries the district, (b) whoever carries the state, (c) whoever wins the largest popular vote nationally, (d) whoever wins the largest electoral vote total, or (e) remain uncommitted.

Some analysts predict that Congressional candidates' decisions on which option to follow could prove to be the most significant issue in many House districts, particularly if the polls indicate the likelihood of an Electoral College deadlock as November approaches. Mervin Field, the authoritative California polster, now estimates the prospect of a House Presidential selection at 35 percent.

This possibility has also led both major parties to draft new alternative strategies for their respective House campaigns. In an ordinary election year, the goal has been simply to capture or retain a majority of the 435 seats; in 1980, the focus could be on the handful of districts that would shift control of a state delegation from one party to the other and thus produce one of those 26 essential Presidential votes.

If none of the three top contenders can muster these 26 votes in the House, the Twelfth Amendment has still more surprises in store. The Senate then meets and votes on the two Vice Presidential candidates with the highest electoral vote totals. Each senator casts one vote, with an absolute majority of 51 required for election. If no senator abstains — the list of possible complications in the Twelfth-Amendment scenario is virtually endless — this should guarantee a Vice President, who then becomes acting President until the House is able, one way or other, to produce 26 votes for one of the Presidential candidates.

The pressures that would almost certainly be exerted on key members of House delegations to shift their votes are already giving Capitol Hill prognosticators nightmares. Whether current law would permit Presidential candidates to spend any funds at all during such a November 4-to-January 6 "campaign" is much in doubt.

Will mastery of this arcania be necessary? This selection system was actually used to resolve the 1824 election. That year, four candidates divided the electoral vote; Andrew Jackson led John Quincy Adams, 99-to-84, but fell short of a majority. Henry Clay, who ran fourth, threw his support to Adams in the House and was rewarded with the post of Secretary of State in the Adams Administration. That was when the steam locomotive was reshaping American destiny. What deals the Twelfth Amendment might inspire in the Atomic Age appear incalculable.

BEST COPY AVAILABLE

HANDOUT #11

The Electoral College is a group of 538 electors chosen to select a President as stated by the U. S. Constitution. Each state has two electoral votes for U. S. Senate seats and an additional electoral vote for each congressional district within that state. (Ohio has 25 electoral votes because of its 23 congressional districts). The electors are pledged to a presidential candidate. If the candidate wins a plurality of the popular vote for a state (that is, more than anyone else gets), he receives all the electoral votes of that state. It is a "winner-take-all" system in every state.

A presidential candidate needs at least 270 electoral votes to capture the presidency. The members of the Electoral College are expected to vote for the candidate who wins their state, but the Constitution allows the electors to vote for whomever they want. Consequently, though rare, it is possible for an elector to cast a vote for a presidential candidate who did not win the popular vote of the state.

In 1960, 1968, and 1972 a Republican elector did not cast a vote for Richard M. Nixon, even though Nixon had won the popular vote of each of these electors' states. In 1968 the elector's vote was cast for George Wallace instead of Nixon. Even though electors have on occasion cast their vote this way, it is rare that they have broken their pledges to a presidential candidate.

Each state holds its electoral balloting in December and sends sealed ballots to the President of the U. S. Senate. The Constitution allows for states to choose the pattern by which they select their electors. In Ohio, they are elected every four years at political party state conventions. All 25 of the Democratic party electors are pledged to the Democratic candidate for President. The Republican electors are pledged to the candidate of the Republican party.

Legal Bases for Selection of Electors

Article II, Section 1 U. S. Constitution

"Each State shall appoint, in such a Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector."

Ohio Revised Code

DELEGATES TO CONVENTIONS

3513.11 State conventions of major political parties

In the year 1952 and in each second year thereafter, each major political party in the state shall hold a state convention

composed of delegates who shall be its candidates for election to state offices, except judicial offices; its candidates for election to the office of member of the senate of the United States, member of the house of representatives of the United States, and member of the general assembly of Ohio; the members of its state central and executive committees, and the chairman of its county central and executive committees; and five hundred delegates to be apportioned by the state central committee of the respective parties among the several counties of the state in proportion to its party's vote for governor cast in the several counties at the last preceding general election; provided that in any even-numbered year in which no election is to be held to elect successors to incumbents of any of the offices mentioned in this section, except judicial offices, each such imcumbent shall also be a delegate to the state convention of his political party. The delegates to such convention apportioned to each county by the state central committee of the respective parties shall be selected by the county executive committees of the respective parties.

At each convention of a major political party the state platform of such party for such year be formulated.

The state central committee of each political party shall fix the time and place for holding the convention of its party.

At the state convention of each major political party held in 1952, and in each fourth year thereafter, persons shall be nominated as candidates for election as presidential electors to be voted for at the next succeeding general election. Within five days after the holding of each such convention the chairman and secretary thereof shall certify in writing to the secretary of state the names of all persons nominated at such convention as candidates for election as presidential electors.

HANDOUT #12

WHY WE SHOULD KEEP THE ELECTORAL COLLEGE:

The Electoral College strengthens the two-party system; abolishing it would encourage other political parties to back their own candidates, fragmenting the election system.

The Electoral College helps to strengthen the federal system of government by having two electoral votes for each state (same as equal representation in the Senate). This gives states, as units, a direct role in presidential elections.

Because it is representative voting, tedious recounts of whole states elections and challenges have not been a problem.

Because the winning candidate racks up so many electoral votes (the winner-take-all situation) the candidate can be perceived as being the absolute best choice; national support and backing is always desirable.

Minimizes the temptation for election fraud.

Because even the smallest state is guaranteed at least 3 electoral votes, candidates are forced to give them some consideration.

There really is no pressing need for changing the Constitution.

Because minorities tend to be concentrated in large states, they can have an important effect on the outcome in those states. Direct election would dilute their political influence, leaving them with diminished influence.

The Electoral College has worked so far; leave it alone.

WHY WE SHOULD ABOLISH THE ELECTORAL COLLEGE:

With the Electoral College it is not guaranteed that the candidate with the majority of the popular vote will get elected. In 1824, 1876, and 1888 the Presidents elected were not the choice of the majority of the people.

With the large states having the most electoral votes, candidates tend to spend all or most of their time there while smaller states may not even see a presidential candidate.

A bare majority of voters in a relatively small number of big states could elect a President.

In 1801 and 1824 no candidate received majority electoral vote. Election of President (per Constitution) decided by U. S. House of Representaives.

There is much reason to suspect that the Electoral College promotes voter apathy.

One man, one vote should be adhered to, and the present system does not provide it - direct election would.

Each state receives at least three electoral votes regardles of population. This means states with less population are favored in electoral votes.

Because there is no legal requirement for an elector to vote for the candidate to whom she/he is pledged, it may happen that the candidate chosen by popular vote does not win.

Electors function as rubber stamps.

:e Electoral College is cumbersome, expensive, and unnecessary.

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LESSON 12

POLITICAL PARTY STRUCTURE:

A Mock Convention

BACKGROUND INFORMATION

A mock political party convention can be a useful tool in explaining the concepts of political party structure. In reality it is the culmination of much hard campaigning on the part of many individuals in the hopes that their candidate will receive the nomination. It is a historic event in the United States and it only happens every 4 years. The excitement, however, can last a lifetime.

A County Chairperson or Ward Committeeperson may not mean a lot to your students before a lesson on party structure, but afterwards may mean a great deal. These people become the basis of support for campaigning during election year. On a national level, the same thing occurs. A presidential candidate will cross the country trying to get members of his party to identify with his ideologies, to support his position. When the convention takes place the candidate needs to have a good idea of who is supporting him. If they go into the convention with enough votes to win, they must make sure they can hold on to those votes until balloting takes place. If the candidates go into the convention with less than the needed number to win, they must lobby for votes. The candidate needs to give good reasons why a delegate should vote for him (lobbying). This is the action that makes a political party convention exciting. The candidate who is best able to contain his supporters and gather new votes is the candidate who will receive the nomination.

A lesson or two on party structure before the convention will be helpful for the students. If they realize that the real power in party politics is at the local level, they may realize the importance of each person's vote.

PREPARATION

The organizing of the convention is as important as the event itself. For this reason, you must plan every step of the way; your students carry out most of the plans.

Devise a calender of approximately two (2) months, deciding on a date for each step in the planning phase. The earliest steps involve speaking with the principal and other faculty about the feasibility of this project, contacting a speaker for a keynote address, reserving the gym or auditorium, arranging for the public address system for the day.

Involve the faculty. They may find it difficult to say no to their students' participation, if they have a role in the planning. English or speech teachers may help in explaining Roberts Rules of Order, so the convention goes smoothly. Math teachers can be involved in the balloting procedures. Art teachers are needed in the decoration of the auditorium and

making signs and badges. The physical education teachers can be responsible for picking a sergeant-at-arms and pages, either from their classes or their athletic teams. The mechanical drawing instructor and shop instructor may be helpful in building a stage if that is necessary. Home economics teachers may help design banners and table skirts for the stage. The history, civics, and government teachers should be instrumental in researching the event, and priming students for the convention. All other teachers that may not be directly involved in the planning should be in charge of the body flow in and out of the convention and any discipline problems on convention day.

Of course, student groups such as the newspaper are very important and should be relied on for public relations with the school and community. A student choir and band could be useful for opening cermonies. Student government can be helpful in organizing the smooth operation on convention day. A pep club or booster club can drum up support of the student body a week prior to the convention, perhaps hanging signs in the hallways and making announcements of when the different groups are meeting. The speech or debate club should be relied on heavily to be major participants, possibly as chairperson of the convention, presidential candidates, or speech writers for the candidates. The forensic club (theater, stage group) may be helpful to the persons making nominating speeches in terms of projection, salesmanship, audience appeal, lighting, and so forth. They may also be needed to work any lighting or stage productions (P.A. system). The yearbook staff should be contacted. If the convention is a success you'll certainly want everyone to remember it. The National Honor Society can be helpful to the math teachers by assisting in the balloting procedures. Class officers can assist in finding a delegate chairperson for each homeroom in their grade level. They can also assist in finding a campaign chairperson for each presidential candidate. Any students who attended Boys' State or Girls' State have participated in a convention and can offer lots of help and advice.

All these things must be thought through so the following calendar may be helpful in knowing when things need to be done.

(We'll work in a time frame of 60 days or 2 months). It may help to remember that <u>delegating responsibility</u> is an important key here.

If you are pressed for time, some of these can be used as homework assignments; for example, write article for school and local newspaper.

1 OBTAIN PERMISSION FROM SCHOOL OFFICIALS SET DATE FOR CONVENTION	2 DECIDE ON REPUBLICAN OR DEMOCRAT CONVENTION INVITE KEY-NOTE SPEAKER	3 OBTAIN RULES OF NATIONAL PARTY CONVENTION (SEE ADDRESSES FOR D & R NAT'L CONVENTION)	4 RESERVE AUDITORIUM AND PUBLIC ADDRESS SYSTEM	5 DRUM UP SUPPORT AMONG FACULTY
6 FORM RESEARCH AND ORGANIZATION COMMITTEE (STUDENTS)	7 FORM PLATFORM COMMITTEE (STUDENTS)	8 FORM STAGE PRODUCTION COMMITTEE (STUDENTS)	9 FORM PUBLIC RELATIONS COMMITTEE (STUDENTS)	10 FORM CANDIDATE COMMITTEE (STUDENTS)
11 FACULTY ASSIGNED TO COMMITTEES	12	13	14 COMMITTEES MEET	15
16	17 KEYNOTE SPEAKER SHOULD BE CONTACTED AGAIN CONFIRM	18	19 COMMITTEES MEET	20
21 OFFICIALS OF THE CONVENTION (PARTY CHAIR-PERSON, ETC.)	22	23 INVITE A REPRESENTATIVE OF THE LOCAL PARTY TO CLASS-ROOM TO ADDRESS STUDENTS' QUESTIONS	24 COMMITTEES MEET	25 WRITE ARTICLE FOR SCHOOL NEWSPAPER
26 CANDIDATE COMMITTEE SHOULD HAVE CAMPAIGN RULES READY	27 ASSIGN STATES AND VOTES TO HOMEROOMS	28 PICK DELEGATE CHAIRPERSON FOR EACH HOMEROOM (CAN BE DONE BY VOTE OF STUDENTS IN HOMEROOM)	29 COMMITTEES MEET	30 CONDUCT OPINION POLL (SEE LESSON 6 OF PRACTICAL POLITICS TO HELP SET UP THE POLL)

31 SHOULD HAVE CONVENTION RULES READY --- RESEARCH AND ORGANIZATION COMMITTEE	32 SET AGENDA FOR CONVENTION --- CIRCULATE COPIES TO FACULTY AND INTERESTED PARTIES	33 PICK CAMPAIGN CHAIRPERSON FOR EACH CANDIDATE (CAN BE DONE BY ELECTION)	34 COMMITTEES MEET	35 CAMPAIGN CHAIRPERSONS FORM CANDIDATE COMMITTEE
36 CAMPAIGNING BEGINS	37 HAVE ARTICLE FOR SCHOOL NEWSPAPER READY	38 PLATFORM COMMITTEE SHOULD HAVE PARTY PLATFORM READY	39 COMMITTEES MEET	40 PRINT CONVENTION PROGRAM (MAYBE SCHOOL NEWSPAPER CAN HELP HERE)
41 HAVE LOCAL PARTY DELEGATE SPEAK TO STUDENTS ABOUT WHAT GOESON ON THE FLOOR OF THE CONVENTION	42	43 CHECK WITH KEYNOTE SPEAKER	44 COMMITTEES MEET	45 INVITE ELECTED OFFICIALS PARTY OFFICIALS AND INTERESTED GROUPS TO THE EVENT
46 INVITE EXPERIENCED CAMPAIGN WORKER SPEAK TO STUDENTS ON STRATEGY WORK FOR LINING UP VOTES	47 CONDUCT OPINION POLL	48	49 COMMITTEES MEET	50
51	52	53	54 COMMITTEES MEET	55
56 PRESS RELEASE TO MEDIA TO COVER EVENT	57 CONDUCT OPINION POLL	58 CHECK WITH KEYNOTE SPEAKER	59 DECORATE GYM OR AUDITORIUM --- SET UP STAGE	60 MOCK CONVENTION DAY

INFORMATION AND RESPONSIBILITIES OF EACH COMMITTEE

Public Relations Committee

The public relations committee shall be responsible for several areas:

(a) contact yearbook staff
(b) regular releases to school newspaper
(c) photo coverage of convention if possible
(d) regular contact with local community media
(e) possible contact with civic organizations to invite or solicit information.

Research and Organization Committee

The research and organization committee shall be responsible for several areas:

(a) researching and writing convention rules
(b) researching the national conventions of the party chosen for the mock convention
(c) agenda for convention
(d) responsible for distributing states and votes

Candidate Committee

The candidate committee shall be responsible for:

(a) researching the candidates, getting in touch with the local organizations of the presidential candidates and filtering this information to the campaign chairperson, interested students and faculty, and the public relations committee.
(b) developing rules by which the campaigning will take place.

The Stage Production Committee

The stage production committee shall be responsible for:

(a) the actual set-up for the day of convention.

1. How many chairs needed for each state? Arrangement of those chairs.
2. Will microphones be needed throughout the room? Just at podium.
3. Will any tables be needed? How many? Desks?
4. What will be the traffic flow in and out of the convention? Signs? Campaigning? Demonstrating?
5. Where will the band and choir sit? Will they march in for opening ceremonies?
6. Will rest rooms be accessible?
7. How will the lunch hour be staged?
8. Will there be closing ceremony? Do you need roped areas?
9. Lighting?

(b) The committee will have to spend some time with the Research and Organization Committee to plan the program.

The Platform Committee

The platform committee shall be responsible for writing a platform that will be acceptable for the entire convention. It should be written closely along the lines of the platform of the National Republican or Democratic Party (whichever party convention you are organizing). If you choose the Democratic Convention this year, maybe a neighboring school can run a Republican Convention.

The Campaign Chairperson

The Campaign Chairperson is responsible for organizing the campaign activities for a given Presidential candidate. The chairperson is responsible for taking care of the political advertising of the candidate in the school building. (That is, if a poster for one of the candidates gets knocked on the floor the chairperson should be responsible for taking care of it). The chair may organize activities for the campaign and lobby for support by the delegates. He or she is also in charge of organizing others to campaign for the candidate.

The Delegation Chairperson

The Delegation Chairperson is responsible for all the delegates of a specific state being represented. This person is in charge of researching information about that state and becomes official spokesperson for that state at the convention. In announcing the votes of the delegates from Ohio a spokesperson may say, "As delegate chairperson of the great state of Ohio, the Buckeye State, the home of the pro football Hall of Fame, Ohio State University, Kings Island, Cedar Point, Cincinnati Reds, and the Cleveland Browns, I am proud to announce that Ohio casts its 23 votes for the next President of the United States of America, Mr. John Smith".

The survey or opinion poll is needed to gauge the feelings of the delegates prior to the convention. The survey can be conducted by the organization committee, newspaper, publicity committee, or the candidate committee. Several things you may want to know going into the convention are: which states are voting blocks for candidates? Which candidates have entire states "sewn up"?

This information could be disseminated to campaign chairpersons who will need to strategize (try to change the delegates' vote) following the results of each poll. The media may want to run a story about the front runners going into the convention (school newspaper).

(You may find that lesson 6 on Surveying the Community is helpful in setting up this survey).

The Convention Rules that are to be set up by the Research and Organization Committee help the students to understand how smoothly the day of convention may progress. The committee may want to follow the same rules as the National Conventions and adapt them to suit the needs of the high school. The committee may also find that they need to draft their own because the National Convention rules are not applicable.

Roberts Rules of Order should be used along with the special convention rules because it is the best way of assuring order at the convention.

The delegate procedures and nominating procedures for the convention need to be explained in detail so everyone can be familiar with what is required of them. This should probably happen during the 10 minute homeroom period.

Every student in the high school shall be considered a delegate. (If you are not able to organize a convention for the whole school you may need to limit it to the seniors in the high school).

Make sure that each one of your government students is given a job with major responsibilities. It need not be that only the bright students will be interested in this. On the contrary, lighting and stage production may be of interest to students who may not care to write the convention rules, for example. A campaign may be a popular student but not an "A" student. Let the students get excited about the convention a few days before delegating responsibilities to them. This way you may find a few students who will want to be really involved.

ACTIVITIES

1. Have students meet at the convention and sit by state in an orderly fashion.

2. Have students run the opening ceremonies and call to order the convention as stated in the convention rules.

3. Have the party chairperson read the rules, then introduce the keynote speaker (with information supplied by the candidate committee).

4. While the keynote address is being given have students note the reaction of the delegates to the speaker. (At a later date they can discuss whether or not the speaker was listened to. Why or why not? Is it important to have a keynote speaker?).

5. The platform is then presented for approval by the convention. If there is discussion then the voting will take place as soon as discussion is over. The convention should follow Roberts Rules of Order here.

6. Have students give nominating speeches. If demonstrations have been planned by any groups or campaigns now is the time for that to take place.

7. Have party chairperson run the roll call of states for vote on President. (At this point in an actual convention, the Presidential nominee would make an acceptance speech. Afterwards the same process would take place for election of Vice President).

8. Have students move out of convention in orderly fashion.

RESOURCE PERSONS

Contact your county Democrat and Republican Chairperson. If they are not able to be guests in your classroom they can probably recommend someone who is knowledgeable enough to fill in. Ask them to speak on the structure of the party and reasons why a person should become actively involved in the party.

Contact a delegate to the previous presidential convention. Your local party organization can help identify these people. Ask them to speak on the convention floor activities.

Contact the local office of a presidential campaign and ask to have someone speak on the delegate selection process. If no one is available through a campaign, the local party organization should know someone versed in that subject area.

Participants in Boys' State and Girls' State, Youth In Government, or similar programs may also be helpful.

USEFUL RESOURCE MATERIALS

IPLE Voter Education booklet: Election Information Center, Issues Analysis Center, 20 Delsea Drive, RD #4, Box 209, Sewell, New Jersey 08080, pages 9-18, Party Structure, pages 69-77 (sample platform p. 81).

Ohio Council on Social Studies, c/o OEA, 225 East Broad Street, Columbus, Ohio 43215, OCSS Review, Spring 1977, How To Organize A Mock Political Convention, by Lou Gabbard and Ron Helms.

Republican National Committee
310 - 1st Street, NE
Washington, D.C. 20003

Republican State Headquarters
50 West Broad Street, Suite 3300
Columbus, Ohio 43215

Democratic National Committee
1625 Massachusetts Avenue, NW
Washington, D.C. 20036

Ohio Democratic Party
88 East Broad Street, Suite 2005
Columbus, Ohio 43215

League of Women Voters Publications (contact your local League of Women Voters of Ohio, 65 South 4th Street, Columbus, Ohio 43215).

"Nominating Presidential Candidates: A Path Through the Delegate Selection Maze" (pamphlet)

"Making An Issue Of It: The Campaign Handbook" (pamphlet)

U.S. News & World Report, February 18, 1980, ABC's of How a President is Chosen.

Sample Student Invitation

I am _____, a student in _____'s government class at _____ high school.

Our class is setting up a mock political party convention. We would like you to be our keynote speaker for the convention. The convention is being held on _____. It will begin at 8:45 a.m., the keynote address will be given shortly after.

USEFUL RESOURCES AND MATERIALS

Institute for Political and Legal Education
207 Delsea Drive, R.D. 4, Box 209
Sewell, New Jersey 08080

Close Up (exposure to the government activity in Washington)
(Summit and Cuyahoga County)
1055 Thomas Jefferson Strett
Washington, D.C. 20007

Convention II (model Constitutional Convention of high school students)
2038 Tunlaw Road, N.W.
Washington, D.C. 20007

Presidential Classroom for Young Americans (exposure to government activity)
P.O. Box 19084
Washington, D.C. 20036

The System and You: Resource Units on Voting, Political Parties,
Interest Groups, Protest Politics
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

Coming of Age in America
VERCAP: A Guide for High School Students (Voter Education, Registration,
Community Action Program)
Office of Student Activities
National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091

League of Women Voters of Ohio
65 South Fourth Street
Columbus, Ohio 43215

Ohio Council for the Social Studies
c/o OEA
225 East Broad Street
Columbus, Ohio 43215